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ABSTRACT

This is one of a series of self-teaching textbooks in more than 30 languages initially prepared and published for the armed forces and later offered to the general public. The method used in this manual requires either that a native speaker of German be on hand during the course or that the recorded voice of a native speaker be used. Records and cassettes to accompany the course can be purchased. The book is divided into five major parts, each containing five learning units and one unit devoted to review. Each unit contains several sections, usually the following: (1) basic sentences (with hints on pronunciation and spelling), (2) word study and review of basic sentences, (3) listening practice, and (4) conversation practice. Each learning unit is followed by a "Finder List" containing all the new words in the particular unit. A summary of all word-study material, supplementary word lists, and two vocabularies, German-English and English-German, are included at the end of the manual. (Author/PMP)

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Spoken German

by

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GENERAL FOREWORD

This is one of a series of self-teaching textbooks in more than thirty languages initially prepared and published for the Armed Forces and now offered to the general public. Like every other book in the series, it is the product of team-work between numerous collaborators. The authors of the various books have conformed throughout to the patterns developed by the experience of the group.

A brief review of the origin and growth of the program to produce these texts will not only be of general interest in itself but will also provide some indications of the manner in which they may be most efficiently used as well as some of the limitations of their employment.

Early in 1942, within a month of Pearl Harbor, the Joint Army and Navy Committee on Welfare and Recreation began consideration of the means whereby large numbers of troops might be instructed in the colloquial forms of the numerous languages spoken in the areas in which they were likely to be employed. A survey of materials already available for such instruction confirmed their suspected inadequacy. Many of the pertinent languages had never been taught in the United States; few of them had ever been studied or described by competent linguists. Only the unusual textbook was designed to teach the spoken forms to linguistically untrained students, and even when a book was available, it was, as often as not, written in French, German, or Dutch, or for some other reason, not susceptible of general use. Consequently, the first necessity was a program of basic implementation which would provide materials, as nearly uniform throughout the various idioms as practicable, for elementary teaching of spoken language to Americans without special linguistic training or, indeed, aptitude. The form of the materials had to be such that they could be used for self-instruction in situations where no competent teachers were available.

There had been little study of most of these languages in America. But the Army and Navy fortunately did not have to start completely from scratch, for several months previously the American Council of Learned Societies had organized its Intensive Language Program for the purpose of developing teachers, teaching materials, and instruction in all languages not normally taught in the United States, yet likely to be necessary in the war effort. Most of the competent technical linguists in the country were gradually being absorbed into this Intensive Language Program through their membership in the Linguistic Society of America, that constituent of the Council most concerned with this subject-matter. The Joint Army-Navy Committee drew the Intensive Language Program into its deliberations and planned a development of language instruction for the Armed Forces. Responsibility for the prosecution of this development was entrusted to the Army Education Branch of what is now the Information and Education Division, A.S.F., functioning through its subsidiaries, the Language Section and the Editorial Staff of the United States Armed Forces Institute. These in turn called upon the Intensive Language Program of the Council for coöperation in the production of materials, a coöperation which has since been so intimate that it is impossible to tell what proportion of any single operation is the responsibility of each.

The series of more than thirty language textbooks is one result of this coöperative effort. Each textbook is designed to provide materials for approximately the first two hundred hours of language study. It is divided into thirty learning units, the first twelve of which are accompanied by twenty-four double faced recordings of the foreign language material contained in them. Mastery of the thirty units will give the student not only a sufficient general vocabulary to perform all the language operations necessary for everyday life but enough skill in the manipulation of this vocabulary to provide adequate control of it. It is with respect to this latter—manipulation of the elements known—that most language instruction is weak. While the primary emphasis is upon the spoken tongue, the student should have begun reading well before the conclusion of the thirtieth unit, normally probably at about the twelfth, excepting in those cases where the spoken and the written forms are widely divergent.

The group responsible for the creation of this series believes that ideally one learns a foreign language most efficiently when taught intensively by a bi-lingual trained technical linguist while resident in the country to which the language is native. Since this happy state of affairs hardly ever exists, in practice recourse must be had to various successive approximations to it.

approximations in which one or more of the desirable elements is attenuated or entirely wanting. This present series—text and records—is designed to be useful at the very lowest level of language learning, that is to say to the single student working by himself. In this case, the text takes the place of the trained linguist, and the records double for the native-speaker. Naturally, better results are obtained when, either in individual or classroom work, a native-speaker is available and utilized as the texts direct. Here the text takes the place of the trained linguist; the records are still very valuable but not absolutely essential. These latter are the conditions under which the series has most commonly been successfully used. So on for successive approximations to the ideal, and even when this is reached, the selected materials and the pedagogic devices provided by these texts will be useful.

Prosecution of the war created the need for these materials to teach *spoken* language. Perhaps it is not to be assumed that under peacetime conditions the demand for speaking, as against reading or writing, competence will be of the same order. Fortunately the several competences are not incompatible; indeed, a very substantial body of proof exists that the acquisition of spoken competence in a foreign language is the most efficient first step towards the others. In addition there seems reason to believe that the second-half of the twentieth century will see much increased concern for instruction in *speaking* foreign languages, not only as the road to *reading* them but because the acquisition and the possession of colloquial control of a language not one's own is a humanistic educational experience in its own right not requiring justification by other criteria, because properly taught it is the most easily acquired of the several competences, because the multitude of foreign language broadcasts will dispose of the alleged uselessness of teaching spoken language to students who will never visit the countries in question, and because many more Americans than ever before will exercise their trades and professions abroad.

The coöperative nature of this enterprise can hardly be over-emphasized; not only has practically every listed author coöperated in the production of elements of the series other than his own, but also many of the most valued collaborators do not appear as authors at all. Linguistic scientists provided the descriptive analyses of the several languages; professional language teachers furnished pedagogical devices; specialists in education assisted in ordering the materials in accordance with the best principles of learning; printers, editors, and textbook designers contributed their specialized competences; technicians in the recording of sound made possible success in the exceedingly exacting operation of keying the records to the printed texts. Under such conditions it would seem almost invidious to cite the names of those collaborators, in addition to authors, whose contributions are more readily identifiable than those of others. Yet for the sake of the record, perhaps this should be done. The Intensive Language Program of the American Council of Learned Societies, without which this series would not have been possible or would have been of completely different character, owes its existence to Mortimer Graves, Administrative Secretary of the Council. Colonel Francis T. Spaulding, Chief of the Army Education Branch above referred to, saw the implications of teaching language to American troops and assumed the responsibility for developing a program to this end. The detailed planning and construction of the series now presented owes more to Major (then Lieutenant) Henry Lee Smith, Jr., Chief of the Language Section in the Education Branch than to anyone else. Constant liaison with the Intensive Language Program was maintained through J. Milton Cowan, its director during the preparation of the series. William E. Spaulding directed the Editorial Staff of the United States Armed Forces Institute. The dean of American linguistic scientists, Leonard Bloomfield of Yale University, gave unstintingly in many ways—ways as difficult to appreciate too highly as they are to describe succinctly. Almost the same may be said of Lt. Morris Swadesh, Lt. Charles Hockett, Robert A. Hall, Jr., Norman A. McQuown, Doris Goss; José Padín, and others who served from time to time on a special advisory and editorial board.

The series is offered in the hope that it may modestly conduce to the improvement of teaching the speaking of foreign languages to Americans. The authors make no claim to perfection, indeed they are rather appalled at the task which they set themselves, and their pride in completing it under the existent conditions is tinctured with humility at the thought of the imperfections which must sooner or later come to light. But through the discovery of these imperfections will come progress, and nobody will be more greatly pleased than the collaborators on this enterprise if, a decade from now, the teaching of spoken foreign languages in America shall have reached such a developed stage that their first efforts will seem obsolete.

AUTHORS' PREFACE

When the authors were asked to write the present book,* and were told the general plan to be followed, they accepted with delight. Here was a full-blown scheme for teaching students actually to *speak* a foreign language. Most German books, admirable as many of them are, do not have this end in view. They are, as their usual name implies, "grammar" books. They provide the student with building blocks (vocabulary), give him directions as to how to put them together (grammar), and then tell him to go ahead and start building (writing out sentences). The written results are often remarkably good, but the student is still unable to *speak* the language. The reason is, of course, that we learn a language not by following directions, but by constantly imitating what we hear others say. Trite as it may sound, the only way to learn to speak is to speak.

The plan of the present book, as laid down by the editors (the authors can claim none of the credit for it), therefore places all its emphasis on *speaking*, particularly on *imitating what a native speaker says*. Grammar is included, of course; it would be ridiculous not to help a student in his learning by showing him how words, phrases, and sentences are put together. But grammar is no longer an aim in itself. It is included only to help the student in memorizing what he hears, and to show him how the things he has memorized can be varied.

Because this book was written for a specific purpose

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*The original request was made to me, and the book started out as a one-man job. I worked out the material, put it into as final a form as I could, and then submitted it to J. K. M. for corrections and improvements. Units 1–10 were largely written in this way. Beginning with Unit 11, however, the work became definitely a cooperative venture. I continued to do the grammatical parts and the exercises, but the remainder of the material was written jointly. Usually I would set the subject of a unit and the grammatical topics to be covered, J. K. M. would write a first draft of the *Basic Sentences* and the *Listening In* conversations, I would pare them down to keep them within necessary limits, and then we would work out the final version together. As a result, the units from 11 on are probably better than the earlier ones, certainly more interesting. Those who know J. K. M. will recognize her light touch on nearly every page.

If this book had a dedication, it would be to her. As it is, I can only express my gratitude, quite inadequately, in this little footnote.—W. G. M.

—to enable members of the Armed Forces to learn German, without a teacher, during off-duty time—it contains many things that would not appear in a book written for the classroom situation. Such rather jazzy terms as "Word Study" for *grammar*, "What Would You Say?" for *exercise*, and "Finder List" for *vocabulary* were prescribed by the editors. "Forms 1, 2, 3, and 4" were used because there seemed to be no good reason for inflicting the cumbersome terms *nominative*, *accusative*, *dative*, and *genitive* on G.I. Joe. Other innovations, such as the ordering of the cases and genders, the rejection of the confusing terms *masculine*, *feminine*, and *neuter* ("How can a chair be masculine, and a door feminine?"), and the distinction between tenses and verbal phrases, were made out of honest conviction.

In adapting this book to classroom use, the experienced teacher will of course make numerous modifications of the directions which the editors have put in to guide soldier-students working by themselves. But all the basic principles should be followed. The students should meet in small groups (never over ten) with a native speaker; they should imitate him as he reads the *Basic Sentences;* and they should then thoroughly memorize the *Basic Sentences*, with the help of the *Word Study* section. Once these sentences have been memorized (and the importance of complete memorization, overlearning, can hardly be too strongly stressed), the best way to drill on them is perhaps by the question-and-answer method. The teacher asks questions on what happens in the little stories presented (innumerable such questions can be made up), and the student answers. The same procedure can be followed with the *Listening In* conversations, though not until they have first been presented in the way the editors' directions indicate. If grammar discussions are held, they must absolutely be limited to a small proportion of the total class time. The authors have followed the practice of dividing the students into small groups that meet with native speakers in drill sessions, and then bringing them all together for occasional grammar hours. Beginning with Unit 7, the teacher may want to pay some attention to writing, particularly by giving frequent dictations. (This can be done when all the groups meet together.) But he should remember that even though he may make good German speakers out of some of his students, he will never make good German writers out of any of them.

Since this book was a coöperative project, there was bound to be some disagreement between the editors and the authors. When the text of units 1–12 was put onto phonograph records, the editors obviously had to cut it here and pad it there, so as to fill out each record properly. This accounts for a few irregularities, such as the translation of bitte as 'beg' in Unit 1, or the omission of billig in Unit 8. The pronunciation of gibt in Unit 3 was changed from [gihpt] to [gipt] to conform with that of the speaker on the records. Only on one point was there real disagreement. In the breakdowns of full sentences, the editors, in conformity with the practice adopted for such courses in all languages, followed the principle of presenting all new words exactly as they would appear in the following full sentence. Hence in Unit 3 they had the speaker say: Poliziſten — Wir wollen den Poliziſten dort fragen; or in Unit 10: wunderbares — Heute iſt wunderbares Wetter. With this the authors are in violent disagreement. They believe that all nouns should be presented first in the nominative, with the article: der Poliziſt — Wir wollen den Poliziſten dort fragen; and that all adjectives should be presented first without ending: wunderbar — Heute iſt wunderbares Wetter. If the teacher agrees with the authors, he can easily make the slight changes that are necessary. From Unit 13 on, the authors had a free hand, and bear all responsibility.

Anyone who writes a German book for beginners owes a great debt of gratitude to his many predecessors in the field. Conscious borrowings in the treatment of German grammar have been made from Leonard Bloomfield, *First German Book* (The Century Co.), New York and London, 1928. Unconscious borrowings have probably been made from many books that every German teacher is familiar with.

Providence and Washington, J. K. M.
September 3, 1944. W. G. M.

Book One

INTRODUCTION

1. What We Are Trying to Do. This course in spoken German is designed as a general introduction to the German language. It contains all the essential grammatical materials for learning to speak everyday German, and its vocabulary, though small, is built around a number of the most useful common situations and current topics. It is based on the principle that you must *hear* a language if you are to understand it when spoken, and that you must practice speaking it in order to master its sounds and its forms.

A teacher of German will not always be available for those for whom this book is written. So the course has been made as nearly self-teaching as possible. This manual covers the course completely and requires the use of no other reference material. It explains in detail, step by step, how the work is to proceed, and sets the stage for the listening and talking which you are to do.

2. The German Language is spoken by about 80 million people in Germany, Austria and parts of Switzerland and Czechoslovakia. There are also small islands of German-speaking peoples scattered through central and eastern European countries including fairly large groups within the U. S. S. R., such as the Volga Germans. German is widely taught and there are many people outside of the above mentioned areas who understand or use it as a second language.

Variations in language are perfectly natural and are found in every language in the world. When these variations are small they are nothing to worry about. All the people you meet in Germany will understand the kind of German presented in this manual, and a great many of them, especially in the larger towns and cities and among the fairly well educated, will speak it exactly as you find it here. The people in the country areas and even some of the people in the cities may, however, speak a slightly different kind of German. So do not be surprised if the pronunciation you hear does not quite match what is given to you in this manual or what you hear in this course. Imitate the person with whom you are speaking. He, in turn, will do his best to pronounce so that he can be understood. Likewise, do not be surprised at the use of gestures; they are a normal accompaniment to the language; use the gestures yourself, if you can imitate them.

3. How to Use This Manual. To help you in learning to speak German, this course makes use of two tools: a native speaker of the language, and this book. The two must be used together, as neither one is of any use without the other.

This manual has been so organized that it can be used to study by yourself or in a group. The group may or may not have a regular teacher; if you have no regular teacher choose one of your own number (called the *Group Leader*) to lead the others and to direct their work.

4. A Native Speaker is the only good source of first-hand knowledge of the pronunciation and usage of any language. The method used in this manual requires the use of a native speaker of German, preferably a person who can be on hand through the course, or next best the voice of a native speaker recorded on phonograph records which are supplied with this manual. But even when a native speaker is present during the course, the records can always be used for additional study. The native speaker of German is referred to as the Guide; if you can get a Guide, use him as a source of information throughout the course. The Guide's job is to act as a model for you to imitate, and as a check on your pronunciation; it is *not* his business to be a teacher or to "explain" the language to you. The Guide should be, if possible, a person who speaks more or less the type of German found in this manual, not merely the dialect of a particular region; but he should speak this type of German naturally and without affectation. He should be neither overeducated nor too uncultured.

5. The Book is divided into five major parts, each containing five *learning units* and one unit devoted to review. Each unit contains several sections, usually the following:

A. Basic Sentences (with Hints on Pronunciation, in Parts I and II, Hints on Spelling, in Part II.
B. Word Study and Review of Basic Sentences
C. Review of Basic Sentences (Cont.)
D. Listening In
E. Conversation
F. Conversation (Cont.)

These six sections are followed in each learning unit by a Finder List containing all the new words in the particular unit. At the end of the Manual are included a summary of all word study material as well as supplementary word lists. All the words in the manual are included in two complete vocabularies, German-English and English-German.

6. The Basic Sentences in each unit are arranged so as to give you a number of new words and a number of new ways of saying things; first broken up into words or short phrases, and then combined in complete sentences. On the printed page, they are presented in parallel columns, which contain on the left the English equivalent, in the center and on the right the German material. In Parts I and II, the German material is given both in an *Aids to Listening* in the second column and in the *Conventional Spelling* in the third column. From Part III on, the German is given only in the conventional spelling.

When you have your book open at whatever unit you are going to study, and when the Guide is ready to begin speaking the words for you, or the Group Leader is ready to start the phonograph records, you can start working on the Basic Sentences for that unit. If the Group Leader is working with the Guide, the Leader will read the English out loud, and the Guide will pronounce the German twice, each time allowing enough time for you to repeat the German after him. If you are using the phonograph records, two voices on the records will act as Leader and Guide for you. While you are listening to the Guide, follow with your eyes the Aids to Listening. When you repeat the words and sentences after the Guide or phonograph records, repeat them loud—good and loud. Never mumble. It is absolutely essential that you repeat after the Guide or phonograph record each time, and that you imitate as closely as you can, and learn by heart what you have imitated.

7. The Aids to Listening which are given in the first twelve units, present a simplified version of the usual German spelling, which is designed to help you in remembering the German words *as they sound*. In the Aids to Listening, each German sound is represented by one letter or group of letters. Every letter (or group of letters) always stands for the same sound. Concentrate your attention first on the Aids to Listening, especially through Part I; in Part II you should pay more attention to the Conventional German Spelling, since from Part III on, it will be used alone.

8. The Hints on Pronunciation are given you to help you improve your speech in German. No language has sounds exactly like those of any other; and in German you will find some sounds which are quite absent from English, and others which are somewhat but not exactly like English sounds. After you have been through the Basic Sentences of the unit at least once, read through the Hints on Pronunciation carefully, having the Guide repeat or playing on the phonograph the words and sounds which are being discussed. Then go back and listen again to the Basic Sentences, always repeating them after the Guide or phonograph as you did before. Try to hear and imitate more precisely the sounds to which your attention has been called.

9. Pronouncing to Be Understood. Pronunciation is important for a number of reasons: if you expect to be understood when you speak a foreign language, you will have to pronounce it more or less the way the people are used to hearing it. If you are too far off from the usual way of talking the language, people won't be able to understand you at all. Furthermore, the nearer you get to pronouncing the precise sounds, the easier it will be for your ear to catch the sound as spoken by a native, and the more rapidly you will pick up new words and phrases and make progress in learning the language.

Learning to pronounce is really not hard, if you go about in the right way. If you follow the suggestions and instructions given in this manual, and work carefully through all the hints, practices, and drills, you can expect to acquire the kind of pronunciation you need. Many students who are good mimics and who get into the spirit of speaking German will learn to talk like natives.

The only way to learn to pronounce like a native is to imitate. You must get a native to pronounce the words, then say them right after him, mimicking everything, even to the tone of his voice. This manual will make it easier for you by pointing out the sounds you need to observe, and by describing their peculiarities.

10. The Native Speaker Is Always Right. There may be instances where this manual or the phonograph records indicate one pronunciation and the native speaker will pronounce something a little different. Always imitate the pronunciation of your Guide rather than that of the phonograph records or of the Aids to Listening.

11. Each Word Study shows you new uses and new combinations of materials studied up to that point; you are taught how to take apart the words and phrases which you hear and how to make new words and phrases on the same model. Read each part of the Word Study carefully, and make sure you understand thoroughly everything which is said in them; then go back over the Basic Sentences with the Guide or phonograph, exactly as you did before. By this time you can start going through the Basic Sentences with your book closed, and you should now be able to understand the sentences without looking at the English equivalent.

12. The Listening In section gives you a number of conversations, anecdotes, or stories, which use the vocabulary and constructions you have learned in each unit and in all those preceding. Its purpose is to give you practice in listening to and understanding the foreign language as you might overhear it in normal conversation among German-speaking people, and to furnish you with models for your own conversation practice.

13. The Conversation Practice represents the central aim of the course. In order to converse well, you should know well everything that has been introduced in the unit you are working on, and everything that you have learned in previous units as well. When you take part in a conversation, do so as easily and naturally as you can. Don't try to bring in new words and phrases that you haven't learned in the material you have studied in this course; stick to what you have learned and practice it thoroughly.

14. Talking German. In speaking German you should not first figure out what you want to say in English and then translate it into German, word for word. This will get you nowhere. You should apply, instead, the words and expressions you already know to the given situation. If you cannot immediately rattle off a word or expression to fit a particular situation, go on to another, or ask a question, but under no circumstances attempt to compose. As soon as you do, you lapse into English speech habits and stop learning German and German speech habits.

When people speak to you, they will frequently use words and expressions you do not know. If you can't guess their meaning, try to find out by asking questions in German, or by asking them to repeat slowly, or to explain in simpler terms. If you (and they!) are good natured, and reasonable about it, you won't have any trouble. On the contrary you will constantly learn more and will practice the German you already know in the process.

Your learning of the language will not stop, therefore, when you have mastered this material. You will, rather, be able to get around among the people, practice what you know, and steadily pick up more and more words and phrases. Try to learn them thoroughly. Carry along a notebook to jot down what you want to remember; you can then review this material from time to time.

You should not wait until you have finished this manual before you start using the language. Start practicing at once. When you have done the first unit, try out the expressions on as many people as possible. When you try out your German at this early stage, make it slide off your tongue as smoothly as possible. Be careful not to slip back into a careless English-like pronunciation. Listen closely to what the person says in response, trying to catch as much as you can. The first few times it may be hard to catch even the words you know, but you will improve rapidly if you keep on practicing every chance you get.

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PART ONE

UNIT 1

GETTING AROUND

To the Group Leader: Each *Unit* of this course is divided into six *Sections*. It is suggested that the group spend not less than fifty minutes on each Section.

Before you get the group together to work on this first unit, read carefully the following material up to the heading *Useful Words and Phrases* on page 4. When the group meets, read the material aloud to them or have some other member of the group do the reading. The students will follow the reading with their books open. Be sure that your Guide, or the phonograph and records, are ready before the group meets for work on Section A. See that the Guide is supplied with a copy of the manual *An den deutschen Sprecher*, which tells him just what he is to do and gives him the German he is to speak to the group.

You should look through all of the sections of the unit, reading the directions carefully, so that you will have in mind the general plan of the work. Always get clearly in mind the directions for a section before you take that section up in group meeting.

This unit gives you the most immediate and necessary expressions that you will need in meeting people, asking your way, buying things, and counting. The amount of learning and memorizing required for the first unit is considerably greater than that for any later unit. You are given such a large dose at the start because this unit is meant to be a kind of "language first aid" which gives you enough useful expressions to enable you to make ordinary wants known and to carry on a simple conversation in German from the very start.

All but a few of these words and phrases are selected from the phonograph records for the *German Language Guide* (introductory Series) (TM 30-306). If you have worked with these records, the present unit will serve as a review.

SECTION A—USEFUL WORDS AND PHRASES

In the list of *Useful Words and Phrases* which follows, the English equivalent of these words and phrases is given at the left of the page. Opposite, in the middle column, is a simplified spelling of the German which will help you in getting the sounds. In the third column is the ordinary or *conventional* German spelling. The *Leader* of the group will first read the *English Equivalent* and pause for the *Guide* to speak the German. Every member of the group then repeats after the Guide. The Guide will then say the German a second time and everybody will repeat after him as before. The Leader will then read the next English equivalent and the Guide and group will follow the procedure indicated.

If no Guide is available, the *phonograph records* provided for the course should be used. When the group is ready, the Leader will begin playing the appropriate record and the group will repeat right after the German speaker during the silences on the record. The phonograph records can be used with profit even in cases where a Guide is available because they can be heard between meetings of the group, whenever it is convenient to you; they furnish additional practice in hearing German; you may listen only to those portions which you have found difficult; and the records may be played as often as you wish. In case the speaker on the record has a German pronunciation different from that of your Guide, use the records only for listening and understanding and not for imitating.

Whether you are working with a Guide or only with the phonograph records, you must repeat each German word and phrase in a loud, clear voice, trying at all times to imitate the pronunciation as closely as you can. Keep constantly in mind the meaning of the German you are about to hear, glancing at the English equivalent whenever you need to remind yourself. When you are hearing the German, keep your eyes on the *Aids to Listening*. But whenever the written form seems to you to differ from the spoken sound, follow the spoken sound always.

Learning to understand and pronounce a language is not really hard. Every one of us learned to do this as a child, and all over the world children learn to speak all kinds of languages without any trouble. The difficulty that an adult faces in learning a foreign language as you are now learning German, is that the adult already has a set of habits for pronouncing his own language and this makes it harder for him to learn new ones than for a child who is starting from scratch. That is why it is so important that you should not be afraid of mimicking even when what you hear may sound strange to you. Don't be afraid to let yourself go. You will never learn to speak a language if you don't plunge right in as soon as you can. Never mind if you do make mistakes at first. The important thing is for you to try to say the words and phrases. Imitate your Guide with the same spirit and enthusiasm that you use in mimicking a person whose speech sounds peculiar to you. You will find that if you do this, your Guide will not think you are making fun of him; instead he will probably smile because what you have said to him sounds like German.

In the first five units, do not attempt under any circumstances to pronounce the German before you have heard it. You will only make trouble for yourself if you try to guess the pronunciation by "reading" the *Aids to Listening* or the conventional German spelling.

If you are working with a Guide who does not understand English, ask the Leader of your group to demonstrate for you and the Guide what hand signals are to be used to let the Guide know when you want him to read more slowly or to repeat. They are as follows:

1. Index finger raised: BEGIN
2. Hand raised, palm toward the Guide: STOP
3. Palm down, hand moved slowly in semi-circle: SLOWER
4. Beckoning with index finger: REPEAT
5. Hand held palm up and moved quickly up and down: LOUDER

Remember that each phrase you say has a real meaning in German and hence you should always act as though you were really saying something to someone else. You will learn fastest if, when your book is open, you follow these steps:

1. Keep your eyes on the *Aids to Listening* as you listen to the German being spoken.
2. Repeat immediately what you have heard.
3. Keep in mind the meaning of what you are saying.

Begin the words and phrases as soon as your Guide is ready or when the Leader of your group is ready to play the first phonograph record.

To the Group Leader: Give the members of the group a chance to ask questions about the instructions. Make sure that everyone understands just what he is to do. Then have the students go through the list of *Useful Words and Phrases* once with the books open, repeating in unison after the Guide. Following this first practice, read with the group the *Comment on the Aids to Listening* on page 8. Make sure that everyone understands it.

Now go through the list a second time, much as you did before. And finally, go through it a third time, but let the students take turns repeating individually after the Guide—a sentence to a student. Indicate the order in which the repetitions are to go, who is first, who next, and so on. Continue this individual repetition as long as the fifty-minute period permits. Then, just before dismissing the group, read with them the paragraph headed *Check Yourself* on page 9.

Here are some hints that will make the work of the group more effective:

1. Insist that everyone speak up. Don't allow any mumbling! Each member of the group must be able to hear what is being said at all times.
2. Indicate to the Guide that he is to repeat whenever the pronunciation is bad and to keep on repeating until he gets a pronunciation that sounds like German.
3. Urge everyone to mimic to the limit every sound, every inflection, even the mannerisms of the Guide.
4. Keep the work moving. Don't let it drag at any time. See that everyone is listening, not only to the Guide, but to himself and to the others as they repeat after the Guide.
5. Go through all the work yourself. Repeat with the others and take your turn at the individual repetitions.

1. Useful Words and Phrases

Here is a list of useful words and phrases you will need in German. *You should learn these by heart.*

Greetings and General Phrases

NOTE: Words enclosed in brackets [ ] are not expressed in the German. Words enclosed in parentheses ( ) help to explain the meaning of the German but are not necessary in English. Words enclosed in single quotation marks ' ' are literal or word-for-word equivalents.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
Unit 1, Record Side 1, beginning. (78 RPM)		**(33⅓ RPM) Record Side 1, beginning.**
good	GUHten	guten
day	TAHK	Tag
Hello (how do you do, good afternoon)!	guhten TAHK!	Guten Tag!
morning	MORgen	Morgen
Good morning!	guhten MORgen!	Guten Morgen!
evening	AHbent	Abend
Good evening!	guhten AHbent!	Guten Abend!
until	AUF	auf
seeing again	VIHder-zehen	Wiederſehen
Good-bye!	auf VIHder-zehen!	Auf Wiederſehen!
Mr.	HERR	Herr
Schulze	SHULtse	Schulze

Mr. Schulze.	herr SHULtse.	Herr Schulze.
Doctor ('Mr. Doctor').	herr DOKtohr.	Herr Doktor.
Miss (to a waitress or salesgirl).	FROI-lain.	Fräulein.
Mrs.	FRAU	Frau
Koenig ('King')	KÖHnich	König
Mrs. Koenig.	frau KÖHnich.	Frau König.
gracious	GNEHdige	gnädige
Madam (very polite).	gnehdige FRAU.	Gnädige Frau.
Mueller ('Miller')	MÜLLer	Müller
Miss Mueller.	froi-lain MÜLLer.	Fräulein Müller.
gracious	GNEHdiges	gnädiges
Miss (very polite).	gnehdiges FROI-lain.	Gnadiges Fräulein.
how	VIH	wie
goes	GEHT	geht
it	ESS	es
[with] you	IHnen	Ihnen
How are you?	vih GEHT ess ihnen?	Wie geht es Ihnen?
[with] me	MIHR	mir
well ('good')	GUHT	gut
thanks	DANGke	danke
I'm fine, thanks.	ess geht mihr GUHT, DANGke.	Es geht mir gut, danke.
And (with) you?	unt IHnen?	Und Ihnen?

also	AUKH!	auch
I'm fine too ('also well'), thanks.	AUKH guht, DANGke.	Auch gut, danke.
Excuse me ('pardon')!	fer-TSAIung!	Verzeihung!
Not at all!	BITTe shöhn!	Bitte ſchön!
understand	fer-SHTEHen	verſtehen
you	ZIH	Sie
me	MICH	mich
Do you understand me?	fer-SHTEHen zih mich?	Verſtehen Sie mich?
Yes.	YAH.	Ja.
No.	NAIN.	Nein.

Unit 1, Record Side 2, beginning. (78 RPM)

I	ICH	ich
(I) understand	fer-SHTEHe	verſtehe
not	NICHT	nicht
I don't understand you.	ich fer-SHTEHe zih nicht.	Ich verſtehe Sie nicht.
(I) beg	BITTe	bitte
What did you say ('how please')?	vih BITTe?	Wie bitte?
speak	SHPRECHen	ſprechen
please	BITTe	bitte
slowly	LANG-zahm	langſam
Please speak slowly.	SHPRECHen zih bitte LANG-zahm.	Sprechen Sie bitte langſam.

Places and Directions

where	VOH	wo
is	IST	iſt
the railroad station	dehr BAHN-hohf	der Bahnhof
Where's the railroad station?	VOH ist dehr BAHN-hohf?	Wo iſt der Bahnhof?
it	EHR	er
straight ahead	geRAHde AUS	gerade aus
It's straight ahead.	ehr ist geRAHde AUS.	Er iſt gerade aus.
the hotel	dass hohTELL	das Hotel
Where's the hotel?	VOH ist dass hohTELL?	Wo iſt das Hotel?
it	ESS	es
there	DORT	dort
It's there.	ess ist DORT.	Es iſt dort.
the restaurant	dass restohRA^{NG}	das Reſtaurant
Where's the restaurant?	VOH ist dass restohRA^{NG}?	Wo iſt das Reſtaurant?
there	DAH	da
yonder	DRÜHben	drüben
It's over there.	ess ist dah DRÜHben.	Es iſt da drüben.
the toilet	dih twaLETTe	die Toilette
Where's the toilet?	VOH ist dih twaLETTe?	Wo iſt die Toilette?

it	ZIH	ſie
here	HIHR	hier
It's here.	zih ist HIHR.	Sie iſt hier.
To the right.	RECHTS.	Rechts.
To the left.	LINGKS.	Links.

After you have gone through the *Useful Words and Phrases* once, read the following:

2. Comment on the Aids to Listening

The best way to learn any language is to listen to a native speaker of it, and then copy exactly what he says. That is why we ask you to listen carefully to your Guide (or the speaker on the records) and imitate him as exactly as you can. It would be ideal if you could remember everything he says simply by listening and repeating. However, most of us need to have something on paper to remind us of what we have heard. This is what the *Aids to Listening* are meant for. They are simply an attempt to put down systematically on paper the sounds that you hear on the records or that your Guide will probably say. (Later on, in Part II, you will learn to read the regular German spelling; pay no attention to it now.) Remember, however, that they are only *aids* to listening. The listening itself is still the most important thing; the printed material is just a reminder.

In the Aids to Listening capital letters are used to show which syllables in a word or phrase are most strongly accented, that is, spoken the loudest. For example, we would write for English: *mister JONES will conDUCT the SERvice;* or *his CONduct is VERy BAD.* Notice that words like *MISter, WILL, THE, HIS, IS* are strongly accented if they stand all alone, but they are usually not accented in a sentence.

The hyphen (-) is used to divide a word into the parts that it is made up of. This often affects the pronunciation. For example, when you say the word *fer-SHTEHen*, you clearly finish the *fer-* before you begin the *-SHTEHen*, and never say anything like *fersh-* plus *-TEHen*. This is as if we wrote English *understand* with a hyphen: *under-STAND*, to show a foreigner that he was not to say anything like *unders-TAND*.

This hyphen occurring at the end of a line carries over to the next line; any other word-break at the end of a line is indicated by a simple hyphen.

You will notice that there are a lot of *h*'s in the *Aids to Listening* that are not pronounced: *VOH, GUHT, fer-SHTEHen*, etc. Most of these are used to show that the preceding vowel is long, just as we write *oh* to indicate a longer sound than simple *o*.

Now go through the *Useful Words and Phrases* again with your book open, following the same procedure as before. Repeat each word and phrase, immediately after hearing it, in a loud, clear voice. Let yourself go and say the phrases right out.

Go through the *Useful Words and Phrases* once more with your book open, but this time, take turns letting each member of your group repeat individually until everybody has taken part. Keep on the alert. If the Guide asks you to repeat, do so with enthusiasm and try to mimic him as best as you can until he is satisfied with your pronunciation. When you have satisfied him, you can be sure that you are speaking understandable German. Continue this individual repetition as long as time permits. If you are using only the phonograph records, your Leader will see to it that you repeat and that everyone gets the most out of this individual performance.

3. Check Yourself

Did you go through the *Useful Words and Phrases* at least twice in unison and at least once more individually?

Did you repeat each word and phrase in a loud, clear voice immediately after hearing it?

Did you follow the pronunciation you heard even when it was different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the German?

If you have failed at any point to carry out the instructions, go over the *Useful Words and Phrases* once again as soon as you can, being careful to follow every step in the procedure outlined.

SECTION B—USEFUL WORDS AND PHRASES (*Cont.*)

Here are other useful words and phrases which you will want to use immediately if you are in a country in which the people speak German. These are being given to you as a "language first aid." *Learn them by heart.*

In working with this material, follow the same procedure that you used with the *Useful Words and Phrases* in Section A. After you have gone through the list once, repeating in unison, read the following *Hints on Pronunciation*. Run through the *Pronunciation Practices*. Then go through the list a second and a third time, as in Section A.

1. Useful Words and Phrases (*Cont.*)

Buying Things

says	ZAHKT	ſagt
one	MANN	man
that	DASS	das
in German	auf DOITSH	auf deutſch
How do you say that in German?	vih ZAHKT mann dass auf DOITSH?	Wie ſagt man das auf deutſch?
what	VASS	was
this	DIHS	dies
What's this?	vass ist DIHS?	Was iſt dies?
are	ZINT	ſind
What are those ('that')?	vass zint DASS?	Was ſind das?
would like	MÖCHten	möchten
What would you like?	vass MÖCHten zih?	Was möchten Sie?

Unit 1, Record Side 3, beginning. (78 RPM)

(I) would like [to]	MÖCHte	möchte
gladly	GERN	gern
cigarettes	tsihgahRETTen	Zigaretten
have	HAHben	haben
I'd like to have [some] cigarettes, please.	ich MÖCHte gern tsihgahRETTen hahben, bitte.	Ich möchte gern Zigaretten haben, bitte.

Matches.	SHTRAICH-holtser.	Streichhölzer.
How much?	vih-FIHL?	Wieviel?
How many?	vih-FIHle?	Wieviele?
costs	KOStet	koſtet
ten	TSEHN	zehn
pfennigs	PFENNich	Pfennig
That costs ten pfennigs.	dass kostet TSEHN PFENNich.	Das koſtet zehn Pfennig.
they	ZIH	ſie
cost	KOSten	koſten
one	AIne	eine
mark	MARK	Mark
They cost one mark.	zih kosten AIne MARK.	Sie koſten eine Mark.
two	TSVAI	zwei
Two marks [and] ten [pfennigs].	TSVAI mark TSEHN.	Zwei Mark zehn.

Eating

[to] eat	ESSen	eſſen
I'd like to eat.	ich MÖCHte gerne ESSen.	Ich möchte gerne eſſen.
(The) bread.	dass BROHT.	Das Brot.
(The) meat.	dass FLAISH.	Das Fleiſch.
(The) water.	dass VASSer.	Das Waſſer.

(The) beer.	dass BIHR.	Das Bier.
(The) wine.	dehr VAIN.	Der Wein.
(The) coffee.	dehr KAFFeh.	Der Kaffee.
(The) milk.	dih MILCH.	Die Milch.
(The) potatoes.	dih karTOFFeln.	Die Kartoffeln.
and	UNT	und
Meat and potatoes.	FLAISH unt karTOFFeln.	Fleiſch und Kartoffeln.
How's the beer?	VIH ist dass BIHR?	Wie iſt das Bier?
very	ZEHR	ſehr
The beer's very good.	dass BIHR ist zehr GUHT.	Das Bier iſt ſehr gut.
or	OHder	oder
Would you like wine or beer?	möchten zih VAIN ohder BIHR?	Möchten Sie Wein oder Bier?
some(thing)	ETT-vass	etwas
I'd like to have some bread, please.	ich MÖCHte gern ett-vass BROHT hahben bitte.	Ich möchte gern etwas Brot haben, bitte.

Numbers

One.	AINSS.	Eins.
Two.	TSVAI.	Zwei.
Three.	DRAI.	Drei.
Four.	FIHR.	Vier.
Five.	FÜNF.	Fünf.

Six.	ZEKS.	Sechs.
Seven.	ZIHben.	Sieben.
Eight.	AKHT.	Acht.
Nine.	NOIN.	Neun.
Ten.	TSEHN.	Zehn.
Eleven.	ELF.	Elf.
Twelve.	TSVÖLF.	Zwölf.

After you have gone through these *Useful Words and Phrases* once, read the following:

2. Hints on Pronunciation

To the Group Leader: The following section is divided into three parts, and each part is to be taken up separately. First, read through with the group the introductory material and the explanations given in the first part. Then have the Guide read the *Examples* with the group repeating after him, first in unison, and then individually. Don't go on to the next part until everyone has a reasonable control over the items of pronunciation that are being taught. Follow this procedure with each of the three parts.

You will find that the *Examples* are all given on the phonograph records. Between each set of examples there is a clear space of record or *spiral*, so that you can play each set as often as is necessary.

As you have already noticed, German has a lot of sounds that are just like the ones we use in English; you won't have to learn these, because you already know them. There are also a number of sounds that are almost like our English ones, but still not quite the same. Finally, there are a few sounds that are totally different from anything we have in English.

If you want to speak understandable German, you will of course have to learn to say these last two kinds of sounds. The only way to learn them is to listen to the way your Guide (or the speaker on the records) says them, and to imitate him as well as you can. To help you imitate him we shall give you a few *Hints on Pronunciation*. These will cover, in small doses, the sounds that differ completely from those we use in English, as well as the ones that differ only a little.

We can begin with the vowels. German has two whole sets of vowels, one set of short ones and another of long ones. The chief thing to remember is that the short ones are always VERY, VERY short. For example, the *o* in German *KOSSten* has about the same sound as the *o* that most of us use in English *cost*, but the German *o* is a great deal shorter. As a matter of fact, the worst trouble we have in speaking German is trying to get rid of our comfortable, easy-going drawl. When you speak German, make everything you say very short and snappy; bite it off sharply.

The following table gives you all but two of the short vowels of German; you will notice that they are very much like English sounds (though we often write them differently). Read through the descriptions, and then listen to the way your Guide (or the speaker on the records) says the examples, and repeat after him. Be sure to make them all good and short.

PRACTICE 1

Unit 1, Record Side 4, beginning. (78 RPM)

(33⅓ RPM) Record Side 1, after 1st spiral.

AIDS	NEAREST ENGLISH SOUND	EXAMPLES: AIDS	EXAMPLES: CONVENTIONAL	
i	like our *i* in *bit*	IST BITTe	iſt bitte	*'is'* *'please'*
e	like our *e* in *bet*	ZEKS ESSen	ſechs eſſen	*'six'* *'eat'*
a	like our *a* in *father*, but much shorter; many Americans use this sound for the *o* in *pot;* don't ever drawl this sound, or make it like our *a* in *cat*	MANN VASSer	man Waſſer	*'one, you'* *'water'*
o	like our *o* in *cost, for*, but much shorter; don't make it sound like German *a*	KOSten karTOFFeln	koſten Kartoffeln	*'cost'* *'potatoes'*
u	like our *u* in *put;* don't make it like our *u* in *but*	UNT SCHULtse	und Schulze	*'and'* *'Schulze'*

All these vowels can be accented; the following one never is:

AIDS	NEAREST ENGLISH SOUND	EXAMPLES: AIDS	EXAMPLES: CONVENTIONAL	
unaccented **e**	like our *e* in *begin*, or our *a* in *sofa;* this *e* is never silent!	DANGke twaLETTe	danke Toilette	*'thanks'* *'toilet'*

The following table gives you all but two of the long vowels of German. Notice that nearly all of them are just a little different from the corresponding English sounds. Read through the descriptions of all of them, and then listen to the way your Guide says the examples, and repeat after him.

PRACTICE 2

Unit 1, Record Side 4, after 1st spiral. (78 RPM)

AIDS	*NEAREST ENGLISH SOUND*	EXAMPLES *AIDS*	 *CONVENTIONAL*	
ih	like our *i* in *machine*, but draw the corners of your mouth back more than we do, and make your tongue very tense	VIH ZIHben	wie ſieben	*'how'* *'seven'*
eh	our *a* in *gate* is like a loose German *eh* plus *ih;* make your tongue tense, leave the *ih* off the end, and draw the corners of your mouth back more than we do; notice the difference between German *GEHT* and English *gate*	GEHT fer-SHTEHen	geht verſtehen	*'go'* *'understand'*
ah	like our *a* in father; be sure this is always good and long	YAH AHbent	ja Abend	*'yes'* *'evening'*
oh	our *o* in *shone* is like a loose German *oh* plus *uh;* make your tongue tense, leave the *uh* off the end, and stick your lips out a lot more than we do; notice the difference between German *OHder* and English *odor*	VOH OHder	wo oder	*'where'* *'or'*
uh	like our *u* in *rule*, but stick your lips out a lot more than we do, and make your whole mouth very tense	GUHT guhten TAHK	gut guten Tag	*'good'* *'hello'*

All the vowel sounds so far have been either just like English sounds or very similar to them. German has four more vowels that are unlike anything we use in English. First read through the descriptions of all of them, and then listen to the way your Guide says the examples, and repeat after him.

PRACTICE 3

Unit 1, Record Side 4, after 2nd spiral. (78 RPM)

AIDS	HOW TO MAKE THE SOUND	EXAMPLES AIDS	CONVENTIONAL	
long **üh**	round your lips and stick them out as if you were going to say a German *uh;* with your lips in this position, try to say a German *ih*	FÜHR dah DRÜHben	für da drüben	*'for'* *'over there'*
short **ü**	round your lips and stick them out as if you were going to say the *u* in *put;* with your lips in this position, try to say the *i* in *bit;* be sure to make the sound very short	FÜNF MÜLLER	fünf Müller	*'five'* *'miller'*
long **öh**	round your lips and stick them out as if you were going to say a German *oh;* with your lips in this position, try to say a German *eh*	SHÖHN KÖHnich	ſchön König	*'nice(ly)'* *'king'*
short **ö**	round your lips and stick them out as if you were going to say the *o* in *cost;* with your lips in this position, try to say the *e* in *bet;* be sure to make the sound very short	TSVÖLF MÖCHte	zwölf möchte	*'twelve'* *'(I)'d like to'*

3. Check Yourself

Did you go through the *Useful Words and Phrases* at least twice in unison and at least once more individually?

Did you apply what you learned about the vowel sounds in *Hints on Pronunciation?*

Did you follow the pronunciation you heard even when it was different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the German?

If you have failed at any point to carry out the instructions, go over the *Useful Words and Phrases* once again as soon as you can, being careful to follow every step in the procedure outlined.

SECTION C—REVIEW OF USEFUL WORDS AND PHRASES

If your group has time for outside assignments, sections marked *Individual Study* may be done between meetings of the group. Otherwise use them as independent study during a group meeting.

1. Covering the English (Individual Study)

Go back to the *Useful Words and Phrases* in Sections A and B. Cover up the English. Read the German aloud. Keep your voice down if you are working with the rest of the group. Follow your Guide's pronunciation as nearly as you can remember, and test yourself to see if you can recall the meaning of each word and phrase. Check the expressions you are not sure about and after you have gone through the whole list, uncover the English and find their meaning. Repeat this procedure at least three times or until you are satisfied that you know every expression.

2. Review of Useful Words and Phrases

To the Group Leader: Read again for your information the numbered suggestions just preceding *Useful Words and Phrases* on page 3. Your Guide has been directed in his manual to pay particular attention to the correct pronunciation of the sounds. He may ask members of the group to repeat words or phrases a good many times in an effort to get a pronunciation that is more nearly correct. See that they listen closely, that they repeat promptly and loud enough so that everyone can hear them, and that they imitate the Guide to the last detail.

Go through the *Useful Words and Phrases* in Sections A and B twice. The first time have the members of the group repeat individually after the Guide with books open. The second time, have them close their books. The Guide will give each German expression twice as before. Let the students take turns giving the English equivalent the first time they hear the Guide speak the German and repeating the German as usual the second time. This will help them to check on the meaning of all German expressions in *Useful Words and Phrases*.

Go back to the *Useful Words and Phrases* in Sections A and B. The first time you go through the list, take turns repeating the German after the Guide. Keep your book open, and get all the help you can from the Aids to Listening. Pay particular attention to what you have learned about the pronunciation of the vowels. Make every effort to satisfy your Guide with your pronunciation.

The second time you go through the list, check up on the meaning of the German. Keep your books closed and take turns giving the English equivalent the first time you hear the German expression and repeating the German as usual the second time. If you have any trouble with the English, you should find time for more individual study of the *Useful Words and Phrases,* covering the English and checking up on the meaning when you read the German aloud.

SECTION D—LISTENING IN

1. Listening In

To the Group Leader: The conversations which appear in this section will be read to the group by the Guide or played on the phonograph records. English equivalents are omitted from the *Listening In* material so that students can get practice in understanding spoken German which uses the vocabulary they know. Meaning, therefore, is to be emphasized.

The first time you go through the conversations, have the Guide repeat a conversation, if necessary to help clear up the meaning, before you go on to the next conversation. If you have no Guide, lift the needle of the phonograph at the end of each conversation and let the students discuss the meaning of any sentences that are not understood.

Go through the conversations a second time without stopping. Pay about equal attention to pronunciation and meaning.

Finally, assign parts and have the students read the conversations. Give everyone a chance. Suggest that the actors actually take the parts, stand up and move around, sit at a table in the restaurant, stand behind the counter in the store, etc. Keep it moving. Get everyone to speak up! Take a part yourself.

Keep your book closed while the Guide reads the following conversation and repeat after him. If you have no Guide, you should use the phonograph records, repeating the German immediately after you hear it. At the end of each conversation take time out to check up on the meaning of what you have heard and said. Ask someone in the group to give you the English equivalent of any expression you do not understand. Almost all the words and the expressions you have had in *Useful Words and Phrases* occur in the following conversations.

1. *Mr. Schulze asks the salesgirl in a store for some cigarettes.*

Unit 1, Record Side 4, after 3rd spiral. (78 RPM) **(33⅓ RPM) Record Side 1, after 2nd spiral.**

herr SHULtse:	ich MÖCHte gern tsihgah-RETTen hahben, BITTe.	Ich möchte gern Zigaretten haben, bitte.
FROI-lain:	BITTe shöhn.	Bitte ſchön.
	vih-FIHle?	Wieviele?
herr SHULtse:	TSEHN bitte.	Zehn, bitte.
FROI-lain:	MÖCHten zih aukh SHTRAICH-höltser hahben?	Möchten Sie auch Streichhölzer haben?
herr SHULtse:	YAH, BITTe.	Ja, bitte.
	vih-fihl KOStet dass?	Wieviel koſtet das?
FROI-lain:	AIne mark FÜNF, bitte.	Eine Mark fünf, bitte.
	DANGke shöhn.	Danke ſchön.
herr SHULtse:	fer-TSAIung, FROI-lain, VOH ist dehr BAHN-hohf?	Verzeihung, Fräulein, wo iſt der Bahnhof?
FROI-lain:	DASS ist dehr BAHN-hohf, dort LINGKS.	Das iſt der Bahnhof, dort links.
	fer-SHTEHen zih?	Verſtehen Sie?
herr SHULtse:	YAH, DANGke shöhn.	Ja, danke ſchön.
FROI-lain:	BITTe shöhn.	Bitte ſchön.

2. *Mr. Schulze walks into a restaurant and sees his old friend Dr. Mueller.*

herr SHULtse:	guhten TAHK herr DOKtohr, vih GEHT ess ihnen?	Guten Tag, Herr Doktor, wie geht es Ihnen?
herr doktohr MÜLLer:	guhten TAHK herr SHULTse.	Guten Tag, Herr Schulze.
	ess geht mihr zehr GUHT, DANGke, unt IHnen?	Es geht mir ſehr gut, danke, und Ihnen?

herr SHULtse:	AUKH guht, DANGke.	Auch gut, danke.
	VIH ist dass FLAISH?	Wie iſt das Fleiſch?
herr doktohr MÜLLer:	ess ist ZEHR GUHT.	Es iſt ſehr gut.
herr SHULtse:	ist dass bihr AUKH guht?	Iſt das Bier auch gut?
herr doktohr MÜLLer:	NAIN, dass BIHR ist hihr NICHT zehr guht.	Nein, das Bier iſt hier nicht ſehr gut.
herr SHULtse:	FROI-lain!	Fräulein!
	ich MÖCHte gerne ESSen.	Ich möchte gerne eſſen.
FROI-lain:	BITTE shöhn.	Bitte ſchön.
	vass MÖCHten zih?	Was möchten Sie?
herr SHULtse:	ich MÖCHte gern FLAISH unt karTOFFeln hahben.	Ich möchte gern Fleiſch und Kartoffeln haben.
FROI-lain:	möchten zih VAIN ohder BIHR?	Möchten Sie Wein oder Bier?
herr SHULtse;	ett-vass VAIN bitte.	Etwas Wein, bitte.
FROI-lain:	möchten zih aukh KAFFeh hahben?	Möchten Sie auch Kaffee haben?
herr SHULtse:	NAIN DANGke.	Nein, danke.
herr doktohr MÜLLer:	FROI-lain!	Fräulein!
FROI-lain:	BITTe shöhn?	Bitte ſchön?
herr doktohr MÜLLer:	vass KOStet dass?	Was koſtet das?
FROI-lain:	TSVAI mark TSEHN, bitte.	Zwei Mark zehn, bitte.
	DANGke shöhn.	Danke ſchön.
herr doktohr MÜLLer:	auf VIHder-zehen, herr SHULtse.	Auf Wiederſehen, Herr Schulze.
herr SHULtse:	auf VIHder-zehen, herr DOKtohr.	Auf Wiederſehen, Herr Doktor.

2. Check Yourself

Is there any expression in any of these conversations that you do not understand now? If there is, find the meaning of it or ask other members of your group before you proceed. If no one knows, refer to the *Useful Words and Phrases.*

Go through the conversations once more following the same plan as before. Imitate carefully and be sure to keep in mind the English equivalent of everything you are saying in German.

Finally go through the conversations again but this time take turns. The leader will assign parts and the exercise is to continue at least until everyone has had a chance to speak one of the parts. Keep this going as long as you have time. When your turn comes, speak clearly and with enthusiasm. Put yourself in the situation and let yourself go. If the Guide asks you to repeat, do so until he is satisfied with your pronunciation.

SECTION E—CONVERSATION

1. Covering the German (Individual Study)

Go back to the *Useful Words and Phrases* in Sections A and B. Cover up the German. Read the English silently and test yourself to see if you can speak the German for each word and phrase. Check the expressions you are uncertain about and after you have gone through the whole list, uncover the German and review them. Go through the list once more and continue for at least three times or until you can give the German readily for all the expressions. To make sure of this, pick out expressions at random and see if you can speak out the German quickly. Speak the German aloud and try to imitate your Guide's pronunciation as well as you can remember it.

2. Vocabulary Check-Up

To the Group Leader: Go to the *Useful Words and Phrases* in Sections A and B. Read to the group the English equivalent of the German expressions. Call on different students not in any fixed order, asking for the correct German for the English. For instance, say to A. "vih ZAHKT mann auf DOITSH: *Where is the hotel?*" The students are to respond with their books closed. The Guide will indicate by a negative sign whenever he hears a German expression that is wrong, or, if there is no Guide, the other members of the group will indicate that they do not agree. Immediately ask someone else to give the expression correctly. Any group member who has difficulty in giving the correct German should be told to review the *Useful Words and Phrases* thoroughly before the next meeting of the group. Do not spend any time talking about the *why* of the German; stick to the *how.*

There are two precautions which the Leader must observe in all exercises of this sort and in the conversation practice throughout the course. Be sure that everyone understands them. They are as follows:

1. Every German expression must be given smoothly and completely before the student's performance can be considered satisfactory. If there is an error in the first attempt, ask the student to give the expression over again in complete form. If he fumbles badly, turn to someone else.
2. Everyone must speak loud enough, so that all can hear. Every student should be encouraged to call out "Louder, please!" if he can't hear. Check on this occasionally by pointing to the student who is listening to someone else's German, and ask "What did he say?"

If you do not observe these precautions, much time and effort may be wasted in group meetings.

In this section you are going to have your first chance to engage in conversation in German. This, of course, is the most useful part of the entire unit, and the part you should do with the greatest amount of pep and realism. Do it half-heartedly and you lose most of the value of the unit. Do it earnestly and enthusiastically and you will find that you can readily say a great number of things in German, fluently and correctly. Read the instructions carefully, get everything you are to do straight in your mind, and then plunge in.

In order to fix in your mind the expressions you will need in the conversation, check yourself on your ability to speak the German you have learned. By now you should not have to grope for it. The Leader of the group will ask you to supply in turn the German expressions for the English equivalents which he reads from the *Useful Words and Phrases*. If you have done a thorough job of recalling the German when you are looking only at the English equivalents, as suggested in Section E, you will have no difficulty in responding promptly and smoothly when you hear the English. Your Guide will let you know if your German expressions are not correct. If you have no Guide, the members of the group should be ready to correct faulty expressions.

3. Simple Arithmetic in German

Here are the numbers from one to twelve:

AINSS	eins	ZIHben	ſieben
TSVAI	zwei	AKHT	acht
DRAI	drei	NOIN	neun
FIHR	vier	TSEHN	zehn
FÜNF	fünf	ELF	elf
ZEKS	ſechs	TSVÖLF	zwölf

Here are some sample additions:

a. VIH-FIHL ist AINSS unt ELF?	1 + 11 = ?
Wieviel iſt eins und elf?	
AINSS unt ELF ist TSVÖLF.	1 + 11 = 12
Eins und elf iſt zwölf.	
b. VIH-FIHL ist FÜNF unt DRAI?	5 + 3 = ?
Wieviel iſt fünf und drei?	
FÜNF unt DRAI ist AKHT.	5 + 3 = 8
Fünf und drei iſt acht.	
c. VIH-FIHL ist ZEKS unt FIHR?	6 + 4 = ?
Wieviel iſt ſechs und vier?	
ZEKS unt FIHR ist TSEHN.	6 + 4 = 10
Sechs und vier iſt zehn.	
d. VIH-FIHL ist TSVAI und ZIHben?	2 + 7 = ?
Wieviel iſt zwei und ſieben?	
TSVAI unt ZIHben ist NOIN.	2 + 7 = 9
Zwei und ſieben iſt neun.	

On a sheet of paper, write out the figures for similar problems which do not add up to more than twelve. Write, for example *8 + 2 = 10*. The Group leader will then ask one of the members of the group to say his problem in German and another to answer it in German. The person who answers must give the whole addition, and not just the answer. For example, if you have written down *8 + 2 = 10*, you say: *VIH-FIHL ist AKHT unt TSVAI?* and the one who answers must say: *AKHT unt TSVAI ist TSEHN* not just plain *TSEHN*. Continue this exercise until everyone has had a chance to ask and to answer.

4. Conversation

To the Group Leader: Read the following directions with the class. Encourage the students to strike out for themselves. Spend all the time you can on free conversation practice in an effort to get to the point where students can speak easily and smoothly with a minimum of *ums* and *ers.*

The Leader will assign parts and will ask you to take turns in pairs, carrying on the following conversations. The two persons who are talking together should stand up and act out their parts, speaking as smoothly and naturally as possible. Make it real and get some fun out of it. The Guide will help you if your German is wrong or if your pronunciation is bad. The Leader will prompt you if you are not sure what comes next in your part.

1. Asking Directions

1. You walk up to a stranger, beg his pardon, and ask where the railroad station is.
2. He answers that it's straight ahead.
3. You ask him what he said ('how please?').
4. He repeats.
5. You beg his pardon, say you don't understand him, and ask him please to speak slowly.
6. He repeats very slowly that that's the railroad station over there, straight ahead, and asks whether you understand.
7. You say you understand, and thank him.
8. He says you're welcome.

Go through this conversation twice more, asking first for the hotel and then the restaurant, and have the stranger reply by saying that the hotel is here to the right, the restaurant there to the left.

2. At a Restaurant

1. You walk into a restaurant, sit down, say good morning (or evening) to the waitress, and ask how she is.
2. She says she's fine, and asks how you are.
3. You say you're fine too. You'd like to eat.
4. She asks what you'd like.
5. You ask how the meat is.
6. She says it's very good.
7. You say good, you'd like meat and potatoes.
8. She asks whether you'd like wine or beer.

9. You say beer, please.

10. After you've eaten, you ask her how much that costs.

11. She says it's 3 marks and 10.

12. You pay, saying here it is (*BITTe shohn*).

13. She thanks you, and you both say good-bye.

If it is so desired, particularly when the group is too large to give everybody a chance to participate in the conversation, the exercise should be continued for a longer time. It is also a good practice to give people who are having difficulties a second trial.

SECTION F—CONVERSATION (*Cont.*)

To the Group Leader: You can tell from the work that you did on conversation in Section E, whether or not the group needs to spend more time in preparing for successful conversation. If necessary, spend the first part of this section in individual study, having members of the group say the German of the *Useful Words and Phrases* when they have the English expression covered. Check up on their vocabulary as in Section E. Then continue the work with conversation which you started in Section E.

In this section you are to continue taking part in conversation. If the work didn't go well in Section E, take time to go through the *Useful Words and Phrases* again with the English covered and to give the German of the English expressions as your Leader asks for it.

Put everything you can into the conversations. Act your part; don't hesitate to talk for fear of making a mistake. You'll make plenty of mistakes at first, but the important thing is to practice talking. You can't correct an error until you have made it.

Try out your German whenever you get a chance. Don't wait for meetings of the group to practice what you have learned. Pair off between meetings and see what you can do with German greetings and conversation. When you are alone, run over the list of German expressions you know. Review them in your mind. Try saying them. See how much you can improve your pronunciation and control of the language in whatever time you can find between meetings of the group. Make this a regular practice throughout the course.

FINDER LIST

This is a complete alphabetical list of all the words and expressions used in this unit. The conventional spelling is enclosed in parentheses after each entry. This list is for reference only, but you should know all of these before going on to the next unit.

dehr AHbent (Abend) 'evening'; guhten AHbent 'good evening'

AIne MARK (eine Mark) 'one mark'

AINSS (eins) 'one' (used only in counting)

AKHT (acht) 'eight'

AUF (auf): auf DOITSH 'in German'; auf VIHder-zehen 'good-bye'

AUKH (auch) 'also, too'

dehr BAHN-hohf (Bahnhof) 'railroad station'

dass BIHR (Bier) 'beer'

BITTe *or* BITTe shöhn (bitte, bitte ſchön): general phrase of politeness: 'please', 'you're welcome', 'here it is', 'what can I do for you?'

dass BROHT (Brot) 'bread'

DAH (da) 'there'; dah DRÜHben 'over there'

DANGke *or* DANGke shöhn (danke, danke ſchön) 'thank you'

(1) DASS (das) 'that (thing), those (things)'; vass ist DASS? 'what's that?'; dass ist MILCH 'that's milk'; vass zint DASS? 'what are those?'; dass zint karTOFFeln 'those are potatoes'

(2) DASS (das) 'the' (before certain words like hohTELL, BIHR, etc.)

DEHR (der) 'the' (before certain words like BAHN-hohf, VAIN, etc.)

(1) DIH (die) 'the' (before certain words like twaLETTe, MILCH, etc.)

(2) DIH (die) 'the' (before plural words like karTOFFeln, tsihgahRETTen, etc.)

DIHS (dies) 'this (thing), those (things)'; vass ist DIHS? 'what's this?'; dihs ist MILCH 'this is milk'; vass zint DIHS? 'what are these?'; dihs zint karTOFFeln 'these are potatoes'

(dass) DOITSH (Deutſch) 'German (language)'; auf DOITSH 'in German'

dehr DOKtohr (Doktor) 'doctor (of medicine, law, philosophy, etc.)'

DORT (dort) 'there'

DRAI (drei) 'three'

DRÜHben (drüben) 'yonder'; dah DRÜHben 'over there'

EHR (er) 'it' (refers to *dehr*-words, like dehr BAHNhohf, dehr VAIN, etc.)

ELF (elf) 'eleven'

ESS (es) 'it' (refers to *dass*-words, like dass hohTELL, dass BIHR, etc.; or to nothing in particular, as in vih GEHT ess ihnen?)

ESSen (eſſen) 'eat'

ETT-vass (etwas) 'something'; ett-vass BROHT 'some bread'

	fer-SHTEHen (verſtehen) ‘understand’
dih	fer-TSAIung (Verzeihung) ‘pardon, excuse me’
	FIHR (vier) ‘four’
dass	FLAISH (Fleiſch) ‘meat’
dih	FRAU (Frau) ‘Mrs., woman, wife’
dass	FROI-lain (Fräulein) ‘Miss, waitress, salesgirl’
	FÜNF (fünf) ‘five’
	GEHen (gehen) ‘go’; vih GEHT ess ihnen? ‘how are you?’; ess geht mihr GUHT ‘I’m fine’
	GERN *or* GERne (gern, gerne) ‘gladly’; ich MÖCHte gern(e) ‘I’d like to’
	GNEHdich (gnädig) ‘gracious’; gnehdige FRAU ‘Mrs.——’; gnehdiges FROI-lain ‘Miss——’
	geRAHde (gerade) ‘straight’; geRAHde AUS ‘straight ahead’
	GUHT (gut) ‘good, well’; guhten MORgen etc. ‘good morning’ etc.
	HAHben (haben) ‘have’
dehr	HERR (Herr) ‘Mr., gentleman’; herr DOKtohr ‘Dr.——’
	HIHR (hier) ‘here’
dass	hohTELL (Hotel) ‘hotel’
	ICH (ich) ‘I’
	IHnen (Ihnen) ‘(in regard to) you’
	IST (iſt) ‘is’
dehr	KAFFeh (Kaffee) ‘coffee’
	karTOFFeln (Kartoffeln) ‘potatoes’
dehr	KÖHnich (König) ‘king’
	KOSten (koſten) ‘cost’· KOStet ‘costs’
	LANG-zahm (langſam) ‘slow(ly)’
	LINGKS (links) ‘to the left’
	MANN (man) ‘one, you, a person’
dih	MARK (Mark) ‘mark’ (coin worth about 40 cents)
	MICH (mich) ‘me’
	MIHR (mir) ‘(in regard to) me’
dih	MILCH (Milch) ‘milk’
	MÖCHten (möchten) ‘would like to’ (usually used with GERN)
dehr	MORgen (Morgen) ‘morning’; guhten MORgen ‘good morning’
dehr	MÜLLer (Müller) ‘miller’
	NAIN (nein) ‘no’

	NICHT (nicht) 'not'
	NOIN (neun) 'nine'
	OHder (oder) 'or'
dehr	PFENNich (Pfennig) 'pfennig' (100 pfennigs = 1 mark)
	RECHTS (rechts) 'to the right'
dass	restohRA^{NG} (Reſtaurant) 'restaurant'
	SHÖHN (ſchön) 'nice(ly)'; DANGke shöhn 'thank you'; BITTe shöhn 'please, you're welcome, etc.'
	SHPRECHen (ſprechen) 'speak'
	SHTRAICH-höltser (Streichhölzer) 'matches'
	SHULtse (Schulze) 'Schulze'
dehr	TAHK (Tag) 'day', guhten TAHK 'hello, how do you do, good afternoon'
	TSEHN (zehn) 'ten'
	tsihgahRETTen (Zigaretten) 'cigarettes'
	TSVAI (zwei) 'two'
	TSVÖLF (zwölf) 'twelve'
dih	twaLETTe (Toilette) 'toilet'
	UNT (und) 'and'
dehr	VAIN (Wein) 'wine'
	VASS (was) 'what'
dass	VASSer (Waſſer) 'water'
	VIH (wie) 'how'; vih GEHT ess ihnen? 'how are you?'; vih BITTe? 'what did you say?'
dass	VIHder-zehen (Wiederſehen) 'seeing again'; auf VIHder-zehen 'good-bye'
	vih-FIHL (wieviel) 'how much'; vih-FIHle 'how many'
	VOH (wo) 'where'
	YAH (ja) 'yes'
	ZAHgen (ſagen) 'say'; ZAHKT 'says'
	ZEKS (ſechs) 'six'
	ZEHR (ſehr) 'very'
(1)	ZIH (ſie) 'it' (refers to *dih*-words, like dih twaLETTe, dih MILCH, etc.)
(2)	ZIH (Sie, ſie) 'you, they'
	ZIHben (ſieben) 'seven'
	ZINT (ſind) 'are'

UNIT 2

MEETING PEOPLE

SECTION A—BASIC SENTENCES

To the Group Leader: Adopt the following steps as a standard practice in conducting this course:

1. Before each meeting of the group, be sure to read carefully and get clearly in mind the instructions covering those sections of a unit which you expect to take up in the group meeting.
2. Before each group meeting, see that the Guide is available with his *An den deutschen Sprecher* or that phonograph and records are ready.
3. Have the members of the group read together the instructions that precede each piece of work they are to do before they begin it. Let one member of the group read these instructions aloud while the others follow the reading in their books.
4. Take time, following the reading of all instructions, to make sure that everyone understands exactly what he is to do.

In Section A of Unit 2 follow the same procedure as that outlined for *Useful Words and Phrases* of Section A in Unit 1. Go through the *Basic Sentences* once with everyone repeating in unison after the Guide or phonograph record. Then take up the *Hints on Pronunciation* which follow. Come back to the *Basic Sentences* and go through them once more, with repetitions in unison after the Guide. Pay particular attention to those items of pronunciation you have been working on. Finally, go through the *Basic Sentences* a third time with solo repetition. The Guide will call for as many repetitions as may be necessary to get a pronunciation that sounds to him like German.

Make everyone speak loudly and clearly. Keep the work moving. Don't let it drag.

Begin this section by listening, in the manner already outlined in Section A of the preceding unit, to the *Basic Sentences* which follow. Be sure to keep in mind the meaning of the German by reading silently the English equivalent. As you listen to the German, keep your eye on the *Aids to Listening.* This will help you imitate accurately the pronunciation you are hearing. Repeat each word and phrase loudly and clearly right after you hear it. As you pronounce the German, do so as though you really meant what you are saying. Do not forget that these words and phrases convey a real

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meaning and it is up to you to say them as though you were actually using them. Go through the sentences in unison and with your book open.

The *Basic Sentences* are set up as conversations so that you may hear and speak the German as you would hear and speak it if you were talking with German people.

Although numerous characters are introduced in these *Basic Sentences*, it is not important for you to try to keep in mind just who they are or their relationship to one another. You are concerned rather with *what* they say and *how* they say it.

1. Basic Sentences

Two Americans, Mr. and Mrs. Fritz Meyer, are traveling in Germany. They have been told to look up the Schneiders, who know Mr. Meyer's parents.

ENGLISH EQUIVALENTS	*AIDS TO LISTENING*	*CONVENTIONAL SPELLING*
Unit 2, Record Side 1, beginning. (78 RPM)		**(33⅓ RPM) Record Side 2, beginning.**
	Mr. Meyer	
Excuse me, are you Mr. Schneider?	fer-TSAIung, zint zih herr SHNAIder?	Verzeihung, ſind Sie Herr Schneider?
	Mr. Schneider	
am-called	HAIsse	heiße
Yes, my name is Schneider.	YAH, ich haisse SHNAIder.	Ja, ich heiße Schneider.
	Mr. Meyer	
my	MAIN	mein
name	NAHme	Name
My name is Meyer, Fritz Meyer.	main nahme ist MAIer, FRITS MAIer.	Mein Name iſt Meyer, Fritz Meyer.
am	BINN	bin
American (man)	ahmehrihKAHner	Amerikaner
I'm [an] American.	ich binn ahmehrihKAHner.	Ich bin Amerikaner.

	Mr. Schneider	
oh	AKH	ach
out-of	AUS	aus
America	ahMEHrihkah	Amerika
Oh, you're from America?	AKH, zih zint aus ahMEHrihkah?	Ach, Sie ſind aus Amerika?
come	KOMMen	kommen
well (do-tell-me)	DENN	denn
to-here	HEHR	her
Well where do you come from?	voh kommen zih denn HEHR?	Wo kommen Sie denn her?
	Mr. Meyer	
(I) come	KOMMe	komme
I come from New York.	ich komme aus *New YORK.*	Ich komme aus New York.
(I) believe	GLAUbe	glaube
know	KENNen	kennen
my	MAIne	meine
parents	ELtern	Eltern
not true?	nicht VAHR?	nicht wahr?
I think you know my parents, don't you?	ich glaube zih kennen maine ELtern, nicht VAHR?	Ich glaube, Sie kennen meine Eltern, nicht wahr?
father	FAHter	Vater
is-called	HAISST	heißt
My father's name is Hans Meyer.	main FAHter haisst HANSS MAIer.	Mein Vater heißt Hans Meyer.
	Mr. Schneider	
but	AHber	aber
naturally	nahTÜHR-lich	natürlich
Why of course!	ahber nahTÜHR-lich!	Aber natürlich!

(I) know	KENNe	kenne
him	IHN	ihn
I know him very well.	ich kenne ihn ZEHR GUHT.	Ich kenne ihn ſehr gut.
(in-regard-to) him	IHM	ihm
How is he?	vih GEHT ess ihm?	Wie geht es ihm?
	Mr. Meyer	
Very well, thanks.	zehr GUHT, DANGke.	Sehr gut, danke.
	Mr. Schneider	
your	IHrer	Ihrer
mother	MUTTer	Mutter
And (in-regard-to) your mother?	unt ihrer MUTTer?	Und Ihrer Mutter?
	Mr. Meyer	
(in-regard-to) her	IHR	ihr
She's fine, too.	ess geht ihr AUKH guht.	Es geht ihr auch gut.

Unit 2, Record Side 2, beginning. (78 RPM)

may	DARF	darf
to-you	IHnen	Ihnen
my	MAIne	meine
Mrs.	FRAU	Frau
introduce	FOHR-shtellen	vorſtellen
May I present my wife?	DARF ich ihnen maine FRAU FOHR shtellen?	Darf ich Ihnen meine Frau vorſtellen?

she	ZIH	ſie
can	KANN	kann
unfortunately	LAIder	leider
no	KAIN	kein
German	DOITSH	Deutſch
speak	SHPRECHen	ſprechen
I'm sorry, she can't speak any German.	zih kann laider KAIN DOITSH shprechen.	Sie kann leider kein Deutſch ſprechen.
speaks	SHPRICHT	ſpricht
only	NUHR	nur
English	ENG-lish	Engliſch
She only speaks English.	zih shpricht NUHR ENG-lish.	Sie ſpricht nur Engliſch.
	Mr. Schneider	
make	MAKHen	machen
in	INN	in
Germany	DOITSH-lant	Deutſchland
What are you doing here in Germany?	vass MAKHen zih hihr inn DOITSH-lant?	Was machen Sie hier in Deutſchland?
	Mr. Meyer	
we	VIHR	wir
learn	LERnen	lernen
both	BAIde	beide
We're both learning German.	vihr lernen BAIde DOITSH.	Wir lernen beide Deutſch.
	Mr. Schneider	
already	SHOHN	ſchon
You already speak German very well.	zih shprechen shohn ZEHR GUHT DOITSH.	Sie ſprechen ſchon ſehr gut Deutſch.

can	KÖNNen	können
Can you understand me well?	können zih mich guht fer-SHTEHen?	Können Sie mich gut verſtehen?
	Mr. Meyer	
too	TSUH	zu
fast	SHNELL	ſchnell
Yes, but please don't speak too fast.	YAH, ahber SHPRECHen zih bitte nicht tsuh SHNELL.	Ja, aber ſprechen Sie bitte nicht zu ſchnell.
	Mr. Schneider	
live	VOHnen	wohnen
Where are you living here in Berlin?	voh VOHnen zih hihr inn berLIHN?	Wo wohnen Sie hier in Berlin?
	Mr. Meyer	
in-the	IMM	im
Palace	paLAST	Palaſt
In the Palace Hotel.	imm paLAST hohtell.	Im Palaſt Hotel.
	Mrs. Schneider	
go	GEHen	gehen
now	YETST	jetzt
to-there	HINN	hin
Where are you going now?	voh gehen zih yetst HINN?	Wo gehen Sie jetzt hin?
man	MANN	Mann
go	GEHen	gehen
just	geRAHde	gerade
into-the	INSS	ins
movie-theater	KIHnoh	Kino
My husband and I are just going to the movies.	main MANN unt ICH gehen geRAHde inss KIHnoh.	Mein Mann und ich gehen gerade ins Kino.

Unit 2, Record Side 3, beginning. (78 RPM)

do (intensifier)	DOKH	doch
with	MITT	mit
us	UNSS	uns
Do come with us!	kommen zih dokh MITT unss!	Kommen Sie doch mit uns!
all	ALLe	alle
together	tsuh-ZAMMen	zuſammen
We'll all go.	vihr gehen ALLe tsuh-ZAMMen.	Wir gehen alle zuſammen.
	Mr. Meyer	
gladly	GERne	gerne
Yes, we'd love to ('very gladly'), thank you.	YAH, zehr GERne, DANGke shöhn.	Ja, ſehr gerne, danke ſchön.

[A friend of Schneider's and another man have overheard part of the conversation between the Meyers and the Schneiders:]

	First Man	
who	VEHR	wer
Who is that?	vehr ist DASS?	Wer iſt das?
with	MITT	mit
whom	VEHM	wem
speaks	SHPRICHT	ſpricht
he	EHR	er
Who's he talking to?	mitt vehm SHPRICHT ehr?	Mit wem ſpricht er?
	Second Man	
Mr.	HERRN	Herrn
To ('with') Mr. Schneider.	mitt herrn SHNAIder.	Mit Herrn Schneider.

	First Man	
whom	VEHN	wen
know	KENNen	kennen
Whom do [the] Schneiders know?	vehn kennen SHNAIderss?	Wen kennen Schneiders?
	Second Man	
Mr. Meyer's	herrn MAIerss	Herrn Meyers
They know Mr Meyer's parents.	zih kennen herrn maierss ELtern.	Sie kennen Herrn Meyers Eltern.

Before you go through the *Basic Sentences* a second time, study the following:

2. Hints on Pronunciation

To the Group Leader: The explanations preceding each *Practice* should be read by the group and discussed before the *Practice* is attempted. The practice for *Hints on Pronunciation* is in the Guide's Manual and on the phonograph records. Follow the same procedure in working with the practice material that you have followed with the *Basic Sentences.* Go through as many times as may be necessary to give each member of the group reasonable control of the item of pronunciation that is being taught. Have the group repeat after the Guide, first in unison, then individually.

In Learning Unit 1, we discussed the vowels of German. All the remaining kinds of sounds are called CONSONANTS. As you have surely noticed, most of the consonants of German are just like the ones we use in English. Three of them, however, are completely different from anything we have in English; we shall discuss these three here.

Voiced and voiceless sounds. It will help you a lot in trying to get these new consonants if you know something about the way sounds are made. Start out by making the following experiment. Say first *zzz* (like the buzzing of a bee) and then *sss* (like the sound of escaping steam). Try this out loud several times. You will notice that when you go from one sound to another, you don't change anything in your mouth; everything stays just the same for both sounds. The only difference is that when you say *zzz* there is a buzzing in your throat (put your hand on your throat and feel the vibration); but when you go from *zzz* to *sss* the buzzing stops. This buzzing is called VOICE. The sounds *z* and *s* are identical, except that *z* is VOICED (said with the buzzing), whereas *s* is VOICELESS (said without the buzzing). This means that if you say *zzz* and then take the voice away, you will get *sss.*

Try going from one to the other several times: *zzzssszzzssszzzsss*, etc.

Next, say the sound *vvv*. Notice that you also get the same buzzing with this sound. If you now take the voice away from it, you will get *fff*. Try going back and forth several times: *vvvfffvvvfffvvvfff*, etc. What we are trying to do here is to get you so that you can control voice, and be able to turn it on and off at will. If you can do this, it will help you tremendously in getting two of the following new sounds.

1. The *ich*-sound. Though we spell this sound *ch*, you have probably noticed that it is nothing like our English *ch* in *church* (we spell that sound *tsh*, as in *DOITSH*). To get the German *ch*, pretend you are a stutterer trying to say *yes;* you can get as far as the *y*, but no farther: *yyyyyyyyyy—*. If you listen carefully to this prolonged *y* you have been making, you will realize that it is voiced. Now take the voice away from it, just as you took the voice away from *vvv* and said *fff*. What you will come out with is the German *ch*. Try it: *yyychchch*. Now go back and forth several times, just as you did with *z* and *s*, and *v* and *f*: *yyychchchyyychchchyyychchch*, etc. After you have the sound under control, listen to the way your Guide (or the speaker on the records) says the *ch* in the following examples, and repeat right after him.

PRACTICE 1

Unit 2, Record Side 3, after 1st spiral. (78 RPM) **(33⅓ RPM) Record Side 2, after 1st spiral.**

ICH	ich	*I*
MICH	mich	*me*
zih SHPRE**CH**en NI**CH**T.	Sie ſprechen nicht.	*You're not talking.*
herr KÖHni**ch** MÖ**CH**te gern **MILCH** hahben.	Herr König möchte gern Milch haben.	*Mr. Koenig would like to have milk.*

If your *ch* doesn't sound just like the one you hear, try squeezing the sound a little. Be sure you don't let it sound like *sh;* it is similar to *sh*, but by no means the same sound. Many Americans use the German *ch*-sound for the *h* in a word like *hue*.

Probably you will find that you can say the German *ch*-sound quite easily all by itself, and perhaps also in the words *ICH* and *MICH* but that it slips away from you in other words. What you will have to do is practice it in odd moments until you really have it under control and can say it in such words as *NICHT*, *MÖCHte*, *SHPRECHen*, *RECHTS*, *SHPRICHT*, etc.

2. The *akh*-sound. When you say the *ck* in a word like *lock*, you can feel that your tongue is pressed tightly against the roof of your mouth. If you lower your tongue just enough to let a little air through, you will get the German *kh*. This is like the sound that we make when we clear our mouths of phlegm before we are going to spit, only it is a lot less vigorous. Listen to the way your Guide says the sound in the following examples, and repeat right after him:

PRACTICE 2

Unit 2, Record Side 3, after 2nd spiral. (78 RPM)

AKH!	Ach!	*oh!*
AKHT	acht	*eight*
MAKHen zih ess DOKH!	Machen Sie es doch!	*Go ahead and do it!*
EHR kann ess dokh AUKH makhen!	Er kann es ooch auch machen!	*He can do it too (I tell you)!*

3. The German *r*. The first thing to note about this sound is that it is never anything like our American *r*. If you use our *r* in German, you will make it frightfully hard for the Germans to understand you. So get rid of your American *r* right from the start.

The Germans use two kinds of *r's*. In some parts of Germany, especially in the country, they use a trilled sound, like the *rrr* that children say in imitating a telephone bell or a policeman's whistle. If your Guide uses this trilled *r*, copy what he says, and don't bother to read the rest of this section.

The commonest kind of German *r*, and the kind that you hear on the phonograph records, is unlike anything we have in English. To get it, say first an imaginary word *AHkhah*, with a good long German *kh*. This *kh*, you will note is a voiceless sound, said without any buzzing in your throat. What you want to do now is to add the buzzing to this *kh*. Remember that if you add the buzzing to *sss* you will get *zzz*, and if you add it to *fff* you will get *vvv*. If you add this same buzzing to the German *kh*-sound, you will get a first class German *r*. Try it: *AHkhah*, *AHrah*, *AHkhah*, *AHrah*. Be sure to make the *r* way back in your throat. Now listen to your Guide say first the imaginary word *AHrah*, and then some real words with *r*, and repeat right after him:

PRACTICE 3

Unit 2, Record Side 3, after 3rd spiral. (78 RPM)

AH**r**ah		*(imaginary word)*
dih tsihGA**RR**e	die Zigarre	*the cigar (new word)*
dih tsihgah**R**ETTe	die Zigarette	*the cigarette*
dass **r**estoh**R**A^{NG}	das Reſtaurant	*the restaurant*
RECHTS	rechts	*to the right*
dass B**R**OHT ist dah D**R**ÜHben.	Das Brot iſt da drüben.	*The bread is over there.*
ist ih**r**e F**R**AU ahmeh**r**ihKAHne**r**inn?	Iſt Ihre Frau Amerikanerin?	*Is your wife [an] American (woman)?*

Probably you will find that you can get the *r* in *AHrah* and perhaps also in *tsihGARRe*, but that it slips away from you in the other words. Never mind. The important thing is that you really have the sound. Practice it over and over again until you can control it easily, and then you will be able to say it in other words too.

The German *r* sounds clearest when it is followed by a vowel, as in the words above. When it is not followed by a vowel, it sounds as follows:

PRACTICE 4

Unit 2, Record Side 3, after 4th spiral. (78 RPM)

HE**RR**	Herr	*Mr.*
DO**R**T	dort	*there*
aine MA**R**K	eine Mark	*one mark*
guhten MO**R**gen.	Guten Morgen.	*Good morning.*
ich le**r**ne DOITSH inn be**r**LIHN	Ich lerne Deutſch in Berlin.	*I'm learning German in Berlin.*

4. The substitute *r*. You will notice that in this last set of examples the *r* comes after a short vowel. When it comes after a long vowel, most Germans really don't pronounce it as an *r* at all, but as a kind of vowel. We can call this the substitute *r*; it sounds much like the *r* that an Englishman or a Bostonian says in a word like *hear*, or like the *ah* that we all say in *yeah*. Be sure you don't pronounce a real German *r* in these words:

PRACTICE 5

Unit 2, Record Side 3, after 5th spiral. (78 RPM)

VEH**R**	wer	*who*
VIH**R**	wir	*we*
deh**r** DOKtoh**r**	der Doktor	*the doctor*
NUH**R** FIH**R** BIH**R**	nur vier Bier	*only four beers*
ess GEHT mih**r** ZEH**R** GUHT hih**r**.	Es geht mir ſehr gut hier.	*I'm fine here.*

The substitute *r* is also used in unaccented *er*. Be sure you don't pronounce a real German *r* in these words:

PRACTICE 6

Unit 2, Record Side 3, after 6th spiral. (78 RPM)

AHb**er**	aber	*but*
dass VASS**er**	das Waſſer	*the water*
f**er**-TSAIung	Verzeihung	*excuse me*
MAI**er** ohd**er** SHNAId**er**	Meyer oder Schneider	*Meyer or Schneider*
dehr FAHt**er** unt dih MUTT**er** zint dih ELt**er**n.	Der Vater und die Mutter ſind die Eltern.	*The father and the mother are the parents.*

If you are uncertain about any of the points of pronunciation which have been discussed, ask your Guide to repeat the words and phrases with which you are having trouble, and try to improve your pronunciation. Remember that these notes are only approximate and are at best an imperfect description of the sounds.

When you are satisfied that you can pronounce fairly well all the sounds, go through the *Basic Sentences* once more in unison and with your book open. As you repeat after your Guide, keep your eye on the *Aids to Listening*, and note in particular the examples of the sounds discussed. Do not hesitate to ask your Guide to repeat if you are uncertain about any sound.

Finally go through the *Basic Sentences* again, this time taking turns. Keep your book closed, listen carefully to your Guide, and make sure that your pronunciation satisfied him.

3. Check Yourself

Did you go through the *Basic Sentences* at least twice with your book open and then at least once with your book closed?

Did you repeat each word and phrase immediately after hearing it in a loud, clear voice?

Did you follow the pronunciation you heard even if it seemed different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the German?

If your Guide asked you to repeat, did you do so with enthusiasm and as many times as necessary until he was satisfied with what you were saying?

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study (Individual Study)

If your group has time for outside assignments, do the *Word Study* between meetings of the group. Otherwise make it independent study in the group meeting.

In this section we take up some of the words and expressions you have just learned and examine them to see how the language is built. First read the words and expressions in each list and make sure that you understand the meaning of the German. Then read the comment which follows each list. This should make clear to you just how the words function and how they are put together. If there are any points that are not clear to you, make note of them and ask other members of the group about them. Follow the same procedure with each list and each comment.

A. REGULAR VERBS

Words like *come, go, learn, live* are called VERBS. Notice how they behave in English:

general form:	I we you they the Meyers	come
he-form:	he she Mr. Meyer	comes

These two forms make up what is called the PRESENT TENSE of the verb *come*. Notice especially the -*s* that we add onto the *he*-form; such a thing is called an ENDING.

Now notice how German verbs behave in the present tense:

general form:	vihr zih MAIerss	KOMMen	we you, they the Meyers	come
ich-form:	ich	KOMMe	I	come
ehr-form:	ehr zih herr MAIer	KOMMT	he she Mr. Meyer	comes

(Notice that *zih KOMMT* means 'she comes', and *zih KOMMen* means both 'you come' and 'they come'.) As you can see, where English has only two different forms, German has three. Furthermore, all three German forms have endings. They are added to what is called the STEM of the verb: stem *KOMM-* plus endings *-en, -e -t*. Nearly all German verbs behave in this way. Besides *KOMMen* we have had the following ten:

'understand'	*'go'*	*'believe'*	*'be called'*	*'be acquainted with'*
fer-SHTEH**en**	GEH**en**	GLAU**ben**	HAIss**en**	KENN**en**
fer-SHTEH**e**	GEH**e**	GLAU**be**	HAIss**e**	KENN**e**
fer-SHTEH**T**	GEH**T**	GLAUP**T**	HAISS**T**	KENN**T**

'cost'	*'learn'*	*'make, do'*	*'live'*	*'say'*
KOSt**en**	LERn**en**	MAKH**en**	VOHn**en**	ZAHg**en**
KOSt**e**	LERn**e**	MAKH**e**	VOHn**e**	ZAHg**e**
KOSt**et**	LERN**T**	MAKH**T**	VOHN**T**	ZAHK**T**

Notice that the *ehr*-form of *KOSten* ends in *-et*, rather than in simple *-t*; all regular verbs whose stems end in *t* or *d* have this longer ending. Notice also that you get *GLAUben* and *GLAUbe* with *b*, but *GLAUPT* with *p*; and *ZAHgen* and *ZAHge* with *g*, but *ZAHKT* with *k*; all verbs whose stems end in *b* or *g* do this.

B. IRREGULAR VERBS

Not all English verbs behave like *come*. Some verbs have a different stem vowel in the *he*-form, though the spelling doesn't show it: *say*, but *he says* = *sezz*; or *do*, but *he does* = *duzz*. German has quite a number of verbs that behave this way. We have had the following two:

'eat'	*'speak'*
ESS**en**	SHPRECH**en**
ESS**e**	SHPRECH**e**
ISS**T**	SHPRICH**T**

Verbs like these will be listed in the Finder Lists as follows: *ESSen (ehr ISST)* 'eat'; *SHPRECHen (ehr SHPRICHT)* 'speak'.

English also has a few verbs which lack the usual ending *-s* in the *he*-form: *he can* ('is able'), not *he cans*. German has seven verbs of this type. The *ich*- and *ehr*-forms are always alike, and never have any ending; usually they also have a stem vowel that is different from that of the general form. We have had the following two:

'can, be able to'	*'may, be allowed to'*
KÖNNen	DÜRfen
KANN	DARF
KANN	DARF

Verbs like these will be listed in the *Finder Lists* as follows: *KÖNNen (ich KANN)* 'can, be able to'; *DÜRfen (ich DARF)* 'may, be allowed to'.

The verb *be* is completely irregular in English. In German the corresponding word behaves as follows:

ZINT	'are'
BINN	'am'
IST	'is'

C. HOW VERBS ARE USED

Now notice some of the ways in which these verbs are used:

ich **LERne** DOITSH.	I'm **learning** German.
ich **fer-SHTEHe** zih **NICHT.**	**I don't understand** you.
GEHen zih inss KIHnoh?	**Are you going** to the movies?
voh **KOMMen zih** HEHR?	Where **do you come** from?

German has nothing to match our phrases like *I'm learning, I don't understand, are you going, do you come;* it says simply *I learn, I understand not, go you, come you.*

SHPRECHen zih LANG-zahm.	**Speak** slowly.
KOMMen zih MITT unss.	**Come** [along] with us.

In English, when you tell a person to do something, you simply use the general form of a verb. In German you use the general form plus the word for 'you'.

(The only verb in both languages that has a special command form is the verb *be:* English *be good*, German *ZAIen zih GUHT*.)

maine FRAU kann kain DOITSH **shprechen.**	My wife can't **speak** any German.
DARF ich maine FRAU FOHR-**shtellen?**	May **I introduce** my wife?
ich MÖCHte gern tsihgahRETTen **hahben.**	I'd like to **have** [some] cigarettes.

When the general form of a verb is used after words like *can, may, would like to,* it is called the INFINITIVE. Notice that in German you don't put the infinitive in until you get to the end of what you are saying. (The only verb in both languages that has a special infinitive form is again the verb *be:* English *I'd like to be there,* German *ich MÖCHte gern DORT zain.*)

D. PRONOUNS

Words like *I, he,* etc., are called PRONOUNS. In English, most pronouns have two forms: *Where is HE?* but: *I see HIM.* We can number these as forms 1 and 2:

Form 1:	I	he	she	we	you	they	who
Form 2:	me	him	her	us	you	them	whom

Now notice the different pronoun forms that we get in German:

Form 1

ich	KOMMe.	**I**	am coming.
ehr	KOMMT.	**He**	is coming.
zih	KOMMT.	**She**	is coming.
vihr	KOMMen.	**We**	are coming.
zih	KOMMen.	**You-they**	are coming.
vehr	KOMMT?	**Who**	is coming?

Form 2

ehr fer-SHTEHT ehr KENNT	**mich.** **ihn.** **zih.** **unss.** **zih.**	He understands He knows	**me.** **him.** **her.** **us.** **you-them.**
VEHN	fer-SHTEHT ehr? KENNT er?	**Whom does he**	understand? know?

Form 3

vih GEHT ess ehr SHPRICHT mitt	**mihr.** **ihm.** **ihr.** **unss.** **ihnen.**	How goes it in regard to He's talking with	**me.** **him.** **her.** **us.** **you-them.**
VEHM geht ess GUHT? mitt **VEHM** SHPRICHT ehr?		In regard to **whom** goes it well? With **whom** is he talking?	

As you can see, where English pronouns have only two different forms, German pronouns have three. We can put these three forms down in a table as follows:

	'I'	*'he'*	*'she'*	*'we'*	*'you-they'*	*'who?'*
Form 1:	ICH	EHR	ZIH	VIHR	ZIH	VEHR
Form 2:	MICH	IHN	ZIH	UNSS	ZIH	VEHN
Form 3:	MIHR	IHM	IHR	UNSS	IHnen	VEHM

The uses of these three forms are as follows:

Form 1. In a typical sentence like *ehr KOMMT* 'he is coming', there is an actor: *EHR* 'he', and an action which this actor performs: *KOMMT* 'is coming'. The actor, or doer of the action, is called the SUBJECT of the sentence. In both German and English, a pronoun is always in form 1 if it is the subject of a sentence.

Form 2. In a typical sentence like ***ehr fer-SHTEHT mich*** 'he understands me', the subject *EHR* 'he' is again in form 1. In addition, there is also a second person represented by the word *MICH* 'me'. This is the OBJECT of the verb, the goal of the action, the person at whom the action is aimed. Most German verbs that take an object have it in form 2.

Form 3. One typical use of form 3 is illustrated by the sentence ***vih GEHT ess IHM?*** 'how goes it (in regard-to-) him, how is he?'. The word *IHM* 'in-regard-to-) him' is not the object of the verb *GEHT* 'goes', but merely the person about whom the question is asked. A second typical use of form 3 is illustrated by the sentence ***ehr SHPRICHT mitt MIHR*** 'he's talking with me'. Here *MIHR* 'me' is in form 3 because it follows the word *MITT* 'with'. Words like *MITT* are called prepositions; many prepositions are always followed by form 3.

E. THE WORDS *HINN* AND *HEHR*.

voh VOHnen zih?	Where ('in what place') do you live?
voh KOMMen zih **HEHR?**	Where ('from what place') do you come from?
voh GEHen zih **HINN?**	Where ('to what place') are you going?

The word *HEHR* means that the motion in a sentence is towards the person who is talking ('towards here'); *HINN* means that the motion is away from the person who is talking ('towards there'). These little words have to be used with the word *VOH* if there is any motion towards or away from the speaker, because *VOH* all by itself means 'in what place': ***voh GEHen zih?*** 'where (in what place) do you walk?'

F. THE WORD FOR *MR.*

guhten MORgen, **herr** MAIer.	Good morning, Mr. Meyer.
herr MAIer VOHNT nicht HIHR.	Mr. Meyer doesn't live here.
KENNen zih **herrn** MAIer?	Do you know Mr. Meyer?
vih GEHT ess **herrn** MAIer?	How is Mr. Meyer?
VOH zint **herrn** MAIerss ELtern?	Where are Mr. Meyer's parents?

The word for 'Mr.' is *HERR* only when you just mention a person's name, or when you tell what he is doing; otherwise it is *HERRN*. (The words *FRAU* 'Mrs.' and *FROI-lain* 'Miss', on the other hand, never change.)

2. Covering English and German of Word Study

Read aloud several times the examples given you in the *Word Study*. Then cover the English and see if you know the meaning of every item. Repeat the operation until you are sure that you know every expression. As a final test, cover the German and see if you can speak out the German expressions by simply looking at the English. Skip about and test yourself thoroughly.

3. Review of Basic Sentences

Review the first half of the *Basic Sentences* with your Guide or the phonograph record. Go through them as many times as you can, taking turns repeating the German individually. Try it with books closed and see how you get along without the help of the *Aids to Listening*. Always keep in mind the meaning of the German you are hearing and speaking. As you go through the *Basic Sentences* be on the lookout for examples of the points in *Word Study* you have just covered.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences* with your Guide or the phonograph record. For the detailed procedure to be followed read again the instructions for the review of the first half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Here is your chance to find out just how well you have learned the meaning of the German expressions you have had up to this point. Go back to the *Basic Sentences* in Section A and cover the English. Read the

German aloud and see whether you can supply the English equivalents of the words and phrases. Mark those you are not sure about and after reading the list through, uncover the English and look up their meaning. Cover the English again and repeat the procedure until you can go through the entire list giving all the meanings without difficulty.

3. What Would You Say?

For each of the following situations, three German sentences are given. All three of the sentences make perfectly good sense and are written in correct German, but only one of them fits the situation. Read all three of them out loud and pick out the one that fits the situation. Be sure you know why the other choices are not suitable. At the next meeting of the group you will be asked to say what you have chosen, and you will have a chance to test your answers. Do not write anything down.

1. *You meet Mrs. Schneider on the street and say* ***hello*** *to her:*
   a. guhten MORgen, vih GEHT ess herrn SHNAIder?
   b. guhten TAHK, gnehdige FRAU, vih GEHT ess IHnen?
   c. guhten AHbent, gnehdiges FROI-lain, voh VOHnen zih YETST?

2. *You introduce your friend Mr. Schulze:*
   a. fer-TSAIung, main NAHme ist SHULtse.
   b. DARF ich ihnen herrn SHULtse FOHR-shtellen?
   c. vih GEHT ess herrn SHULtse?

3. *She asks him where he comes from:*
   a. voh GEHen zih denn HINN, herr SHULtse?
   b. voh VOHnen zih HIHR inn berLIHN?
   c. voh KOMMen zih denn HEHR, herr SHULtse?

4. *You answer for Schulze:*
   a. ehr ist AUKH ahmehrihKAHner; ehr VOHNT inn *New YORK*.
   b. ehr KANN kain ENG-lish shprechen; ehr SHPRICHT nuhr DOITSH.
   c. ehr ist YETST inn *New YORK*, ahber ehr VOHNT nicht DORT.

5. *You apologize for his saying only a few words of German:*
   a. vihr SHPRECHen nuhr ENG-lish tsuh-ZAMMen.
   b. ehr kann ZEHR GUHT ENG-lish fer-shtehen.

c. ehr KANN laider NICHT ZEHR GUHT DOITSH shprechen.

6. *You add that he can understand a little German, however:*
   a. ehr KANN kain DOITSH fer-shtehen.
   b. ehr fer-SHTEHT mich NICHT ZEHR GUHT.
   c. ehr kann ETT-vass DOITSH fer-SHTEHen.

7. *She asks whether you're living together with Mr. Schulze:*
   a. VOHnen zih mitt herrn SHULtse tsuh-ZAMM-en?
   b. ESSen zih BAIde tsuh-ZAMMen?
   c. KOMMen zih AUKH aus *New YORK?*

8. *You say you are:*
   a. ZIH vohnen AUKH imm paLAST hohtell, nicht VAHR?
   b. YAH, vihr VOHnen BAIde tsuh-ZAMMen imm paLAST hohtell.
   c. DASS ist dass paLAST hohtell dah DRÜHben.

9. *She asks you where you're going now:*
   a. voh KOMMen zih geRAHde HEHR?
   b. voh VOHnen zih YETST?
   c. voh GEHen zih yetst HINN?

10. *You say you're both going to the movies:*
   a. DIHS ist dass KIHnoh.
   b. vihr GEHen BAIde inss KIHnoh.
   c. zih GEHen geRAHde inss KIHnoh.

11. *You ask whether she wouldn't like to come with you:*
   a. MÖCHten zih nicht gern MITT unss kommen?
   b. DASS ist dass KIHnoh dah DRÜHben, nicht VAHR?
   c. fer-TSAIung, VOH ist dass KIHnoh, bitte?

12. *She says she's sorry she can't:*
   a. DANGke shöhn, ICH gehe AUKH inss KIHnoh.
   b. NAIN DANGke, ich KANN laider nicht inss KIHnoh gehen.
   c. ich KANN laider kain ENG-lish shprechen.

SECTION D—LISTENING IN

1. What Did You Say?

To the Group Leader: Read the English describing the situations in *What Would You Say?* of Section C, and call on different students, not in any fixed order, to speak the German which the situation calls for. Encourage the students to give the German, if they can, without reading it from the simplified spelling in their books. Then ask different members of the group to give the meaning in English of the different German expressions listed for each situation.

Go back to the last exercise in the preceding section. The Leader will ask different members of the group to speak the German to be used in each of the situations given. Other members of the group will criticize the choices made if they do not agree with them. The Leader will also ask for the English equivalents of all the other expressions offered as choices, taking turns around the group.

2. Word Study Check-Up

To the Group Leader: As a further check on the students' understanding of the *Word Study*, read the English equivalent of the German expressions given before each comment under *Word Study*. Call on different students, not in any fixed order, to give the correct German for the English. For instance, say to A: "vih ZAHKT mann auf DOITSH: *you come, I come, he comes?*" and so on. The Guide will at this point indicate by a negative sign whenever he hears a German expression that is wrong. If there is no Guide, the other members of the group will signal that they do not agree. Immediately ask someone else to give the right answer. Any member of the group who has difficulty in giving the correct German should be told to review the *Word Study* thoroughly before the next meeting of the group. Do not take time in this exercise to talk about the *why*. Stick to the *how*.

The Leader will ask different members of the group to give the correct German for the English equivalents of the expressions you studied in the *Word Study*. If you give the wrong answer, the Guide will let you know by making a negative sign; or, if there is no Guide, the other members of the group will indicate that they think your answer is wrong. The Leader will then immediately call on someone else for the right answer. If you have difficulty in giving the correct German, review the *Word Study* thoroughly.

3. Listening In

To the Group Leader: Re-read the note *To the Group Leader* in Section D1 of Unit 1. Follow the same procedure as outlined there. The first time you go through the conversations, check up on the meaning at the end of each conversation. Then go through all of them a second time without stopping. Finally, assign parts and have the students read the conversations. Get them to do a little acting if you can. Encourage them to speak loudly and clearly and to get into the spirit of the situation.

Keep your book closed while the Guide reads the following conversations and repeat after him in unison. If you have no Guide, you should use the phonograph records, repeating the German immediately after you hear it. At the end of each conversation take time out to check up on the meaning of any word or phrase about which you are in doubt. Ask some other member of the group to give you the English equivalent or in case no one knows, go back to the *Basic Sentences* of this unit and make sure that you understand everything before you proceed any further. Go through the conversations a second time, repeating after the Guide individually. Then take parts in the conversations. This exercise contains almost all the new words you have learned in this unit.

Unit 2, Record Side 4, beginning. (78 RPM) **(33⅓ RPM) Record Side 2, after 2nd spiral.**

1. *Mueller, a policeman, stops you for driving through a red light.*

MÜLLer:	ZIH! vehr ZINT zih?	Sie! Wer ſind Sie?
ahmehrihKAHner:	vih BITTE?	Wie bitte?
	ich fer-SHTEHe zih nicht zehr guht.	Ich verſtehe Sie nicht ſehr gut.
MÜLLer:	vehr ZINT zih?	Wer ſind Sie?
	unt vass MAKHen zih hihr?	Und was machen Sie hier?
ahmehrihKAHner:	zih shprechen tsuh SHNELL.	Sie ſprechen zu ſchnell.
	shprechen zih bitte LANG-zahm.	Sprechen Sie bitte langſam.
MÜLLer:	vehr ZINT zih?	Wer ſind Sie?
	zih können dokh DOITSH fer-shtehen!	Sie können doch Deutſch verſtehen!
ahmehrihKAHner:	NAIN, ich kann laider NICHT zehr guht doitsh fer-shtehen.	Nein, ich kann leider nicht ſehr gut Deutſch verſtehen.
	ich shpreche nuhr ENG-lish.	Ich ſpreche nur Engliſch.
MÜLLer:	vih HAIssen zih?	Wie heißen Sie?

ahmehrihKAHner:	ich haisse *MURphy.*	Ich heiße Murphy.
MÜLLer:	voh kommen zih HEHR?	Wo kommen Sie her?
Murphy:	ich binn ahmehrihKAHner.	Ich bin Amerikaner.
	ich komme aus *ChiCAgo.*	Ich komme aus Chicago.
MÜLLer:	zih zint aus shihKAHgoh?	Sie ſind aus Chicago?
	kommen zih yetst MITT mihr, zih *GANGster!*	Kommen Sie jetzt mit mir, Sie Gangſter!
Murphy:	NAIN DANGke.	Nein, danke.
	ich kann LAIder NICHT MITT ihnen gehen.	Ich kann leider nicht mit Ihnen gehen.
	ich gehe geRAHde inss KIHnoh.	Ich gehe gerade ins Kino.
MÜLLer:	zih kommen yetst mitt MIHR!	Sie kommen jetzt mit mir!
	unt vihr gehen NICHT inss KIHnoh!	Und wir gehen nicht ins Kino!

2. Meyer and a German friend, Koenig, are sitting in a café, watching a young couple at another table.

KÖHnich:	vehr IST dass dah drühben?	Wer iſt das da drüben?
MAIer:	dass ist froi-lain MÜLLer.	Das iſt Fräulein Müller.
KÖHnich:	mitt vehm SHPRICHT zih?	Mit wem ſpricht ſie?
MAIer:	zih shpricht mitt herrn *JONES.*	Sie ſpricht mit Herrn Jones.
KÖHnich:	vih BITTe?	Wie bitte?
	vih HAISST ehr?	Wie heißt er?

MAIer:	ehr haisst *JONES.*	Er heißt Jones.
	ehr ist ahmehrihKAHner.	Er iſt Amerikaner.
KÖHnich:	vass MAKHT ehr hihr inn berLIHN?	Was macht er hier in Berlin?
MAIer:	ehr lernt DOITSH.	Er lernt Deutſch.
KÖHnich:	kann ehr shohn GUHT DOITSH shprechen?	Kann er ſchon gut Deutſch ſprechen?
MAIer:	NAIN, ehr kann nuhr ENG-lish shprechen.	Nein, er kann nur Engliſch ſprechen.
	ehr shpricht yetst ENG-lish mitt froi-lain MÜLLer.	Er ſpricht jetzt Engliſch mit Fräulein Müller.
KÖHnich:	kann froi-lain müller ENG-lish fer-shtehen?	Kann Fräulein Müller Engliſch verſtehen?
MAIer:	NAIN, nicht zehr GUHT.	Nein, nicht ſehr gut.
KÖHnich:	vass zahkt herr *JONES?*	Was ſagt Herr Jones?
MAIer:	ehr zahkt: können zih mitt mihr inss KIHnoh gehen?	Er ſagt: „Können Sie mit mir ins Kino gehen?“
KÖHnich:	kann froi-lain müller ihn fer-SHTEHen?	Kann Fräulein Müller ihn verſtehen?
MAIer:	YAH, zih fer-SHTEHT ihn.	Ja, ſie verſteht ihn.
KÖHnich:	vass ZAHKT zih?	Was ſagt ſie?
MAIer:	zih zahkt: NAIN DANGke.	Sie ſagt: „Nein, danke.
	ich kann NICHT MITT ihnen gehen.	Ich kann nicht mit Ihnen gehen.
	ich gehe shohn mitt herrn MAIer.	Ich gehe ſchon mit Herrn Meyer.“
KÖHnich:	mitt VEHM geht zih?	Mit wem geht ſie?
	mitt IHnen?	Mit Ihnen?

MAIer:	YAH, zih geht mitt MIHR inss KIHnoh.	Ja, ſie geht mit mir ins Kino.
	unt herr *JONES* kommt NICHT MITT unss.	Und Herr Jones kommt nicht mit uns.

Is there any word or phrase in this conversation that you do not understand now? If there is, be sure to find out its meaning by asking members of your group or looking it up in the *Basic Sentences.*

Go through the conversations again following the same plan as before. Imitate carefully and keep in mind the meaning of everything you are saying in German.

Finally go through the conversations a third time. Take turns speaking the parts and continue until everybody has had a chance to speak at least one of the parts. Keep this exercise going as long as you have time. Get the most out of this individual performance and when your turn comes, speak clearly and with feeling. The Guide will correct any errors he hears by asking you to repeat. Make every effort to satisfy him with your pronunciation.

SECTION E—CONVERSATION

1. Covering the German of Basic Sentences (Individual Study)

Go back to the *Basic Sentences* of this unit. Cover up the German. Read the English silently and test yourself to see how many words and phrases you can say in German. Check the words you are uncertain about and after you have gone through the whole list, uncover the German and review them. Go through the list once more and continue for at least three times or until you can give the German readily for all the expressions. This test is hard, but if you succeed in saying the German for all the sentences by merely looking at the English, you are doing well indeed. To make sure of this, after you are certain you know the material, pick out expressions at random and see if you can still speak the German quickly. As you practice, you must always speak the German aloud and try to imitate the pronunciation of your Guide as well as you can recall it.

2. Vocabulary Check-Up

To the Group Leader: Go to the *Basic Sentences.* Read to the group the English equivalents of the German expressions. Call on different students, not in any fixed order, asking for the correct German for the English. This check-up is to be conducted in the same way as the *Vocabulary Check-Up* of Section 2-E of Unit 1. If you have any question about the proper procedure, review the note *To the Group Leader* in that section. Remember not to spend any time talking about the *why* of the German; stick to the *how.*

In this section you are going to have your second chance to engage in conversation in German. Remember that this is the most useful part of your study. Therefore, you should make the greatest effort to do this part as well as you possibly can. Get perfectly clear what you are to do and then plunge into it with enthusiasm.

Before you begin the conversation, check yourself on your ability to speak the German you have learned up to this point. As in the *Vocabulary Check-Up* of Unit 1, the leader of the Group will ask you to supply in turn the German expressions for the English equivalents which he reads from the *Basic Sentences.* Figure out how to say the German for each English phrase or sentence whether it is your turn to speak or not. Only in this way can you get the most value out of the *Check-Up.* If there is much of the German which you don't know, review the *Basic Sentences* at the first opportunity outside of the group meeting.

3. Conversation

To the Group Leader: This section represents the real purpose of the entire unit. The course is intended to teach you to speak German and to understand it when you hear it spoken. Follow the instructions and give all the time you can to free conversation practice. Any members of the group who have special difficulty recalling the German words and phrases they need to express a meaning should be told to do more work with the *Useful Words and Phrases* and *Basic Sentences.* They need, in particular, more practice in covering the German and recalling it when they read the English. Practice in getting the meaning of the *Listening In* records will also help. Arrangements should be made for students to play and listen to the records whenever they can between meetings of the group.

Then turn to the outlined conversations which follow. Assign parts and ask the students to act them out. Vary the situations and suggest to the students that they vary the German slightly as they gain confidence in their speaking. Remember to keep the speaking loud enough so that everyone can hear. See that everyone is listening and trying to understand the German that is being spoken.

The Leader will assign parts and will ask you to reproduce the conversational situations which follow. Act your part. Don't be afraid to vary the conversation if you are sure of your German and use the German you have learned in Unit 1 as well as that of Unit 2. Continue this practice until everyone can speak any part of the conversations even though slight changes in the situations are introduced.

1. *You meet Mrs. Koenig on the street and exchange greetings with her:*

1. She says how do you do, asks how you are.
2. You say how do you do, you're fine thanks, how are she and Mr. Koenig?
3. She says they're fine, thanks, and asks where you're going?
4. You say you're just going to the movies.
5. She says, yes? and whom are you going with?
6. You say you're going with Miss Mueller; does she know her?
7. She says, Miss Mueller? No, she guesses she doesn't know her. Is Miss Mueller's father named Fritz?
8. You say yes, his name is Fritz Mueller.
9. She says she doesn't know Miss Mueller, but thinks she knows Miss Mueller's parents.

2. *The policeman who arrested you for going through a red light has taken you to the police station. The sergeant there questions you:*

Who are you?—Say you're an American.

What's your name?—Give him your real name.

Where do you come from?—Tell him your home town.

Where are you living now?—Tell him Berlin.

Where do you live there?—Tell him the Palace Hotel.

What are you doing in Berlin?—Tell him you're learning German

Whom do you know in Berlin?—Say you know Mr. Schneider.

Do you know Mr. Schneider?—Yes, you know him.

How is he?—He's fine.

And how's Mrs. Schneider?—She's fine too

(Mr. Schneider turns out to be the Chief of Police, so you're all set.)

Throw yourself into these conversations. Do the best you can with pronunciation and with the German, but don't worry too much about mistakes. Think more of acting your part and speaking smoothly and as though you must mean what you are saying. The Guide will help you correct your errors. If you can do this work well, it means that you are actually conversing in German, and that is your chief aim in this course.

SECTION F—CONVERSATION (*Cont.*)

Read again the instructions given in Section F of the preceding unit. Then continue the conversations which you started in Section E of this unit (2).

Take every opportunity between now and the next meeting of the group to try out your German on other members of the group or on native speakers around you. Carry on conversations with them whenever you get a chance. Ask questions. At this stage of the game, don't try to use phrases or sentences which are different from those you have learned thus far in this course.

FINDER LIST

This is a complete alphabetical list of all the words and expressions used in this unit which are in any way new or unusual. The conventional spelling is enclosed in parentheses after each entry. From now on we shall not repeat words which have been drilled sufficiently in previous units. This list is for reference only, but you should know all these before going on to the next unit.

AHber (aber) 'but'; ahber nahTÜHR-lich 'why of course'

AKH (ach) 'oh'

ALLe (alle) 'all'

(dass) ahMEHrihkah (Amerika) 'America'

dehr ahmehrihKAHner (Amerikaner) 'American (man)'

dih ahmehrihKAHnerinn (Amerikanerin) 'American (woman)'

AUS (aus) 'out of'; aus ahMEHrihkah, aus berLIHN 'from America, from Berlin' (meaning 'I come from there, that's my home country, city')

BAIde (beide) 'both'

(dass) berLIHN (Berlin) 'Berlin'

BINN (bin) 'am'

DENN (denn): often used in questions, meaning something like 'do tell me'

(dass) DOITSH-lant (Deutſchland) 'Germany'

DOKH (doch) (intensifier): kommen zih dokh MITT unss 'do come with us'; zih können dokh DOITSH fer-shtehen! 'you can (certainly) understand German, can't you?'

DÜRfen (ich DARF) (dürfen, darf) 'may, be allowed to'

EHR (er) 'he'; 1 EHR, 2 IHN, 3 IHM (er, ihn, ihm)

ELtern (Eltern) 'parents'

(dass) ENG-lish (Engliſch) 'English (language)'

dehr FAHter (Vater) 'father'

FOHR-shtellen (vorſtellen) 'introduce, present'

(dehr) FRITS (Fritz) 'Fritz'

GLAUben (glauben) 'believe'

geRAHde (gerade) 'just'

HAIssen (heißen) 'be called'; ich HAIsse 'my name is'

(dehr) HANSS (Hans) 'Hans'

HEHR (her) 'to here'; voh . . . HEHR? 'from where?'

HINN (hin) 'to there'; voh . . . HINN? 'to where?'

ICH (ich) 'I'; 1 ICH, 2 MICH, 3 MIHR (ich, mich, mir)

IHR (Ihr): before *dehr-* and *dass-*words IHR, before *dih-*words and plurals IHre 'your'

IMM (im): before *dehr-* and *dass-*words 'in the'

INN (in) 'in'; inss KIHnoh (short for inn dass KIHnoh) 'to the movies'

KAIN (kein) 'no, not a, not any'

KENNen (kennen) 'be acquainted with, know (a thing or person)'

dass KIHnoh (Kino) 'movie-theater'; inss KIHnoh 'to the movies'

KOMMen (kommen) 'come'

KÖNNen (ich kann) (können, kann) 'can, be able'

LAIder (leider) 'unfortunately'

LERnen (lernen) 'learn'

MAIer (Meyer) 'Meyer'

MAIN (mein): before *dehr-* and *dass-*words MAIN, before *dih-*words and plurals MAIne 'my'

MAKHen (machen) 'make, do'

dehr MANN (Mann) 'man, husband'

MITT (mit) plus form 3 'with'

dih MUTTer (Mutter) 'mother'

dehr NAHme (Name) 'name'

nahTÜHR-lich (natürlich) 'natural(ly), of course'

NUHR (nur) 'only'

dass paLAST hohtell (Palaſt Hotel) 'Palace Hotel'

SHNAIder (Schneider) 'Schneider'

SHNELL (ſchnell) 'fast'

SHOHN (ſchon) 'already'

SHPRECHen (ehr SHPRICHT) (ſprechen, ſpricht) 'speak, talk'

TSUH (zu) 'too', as in tsuh SHNELL 'too fast' ('too, also' = AUKH)

tsuh-ZAMMen (zuſammen) 'together'

VAHR (wahr) 'true'; nicht VAHR? 'don't you, isn't he, aren't they?' etc.

VEHR (wer) 'who'; 1 VEHR, 2 VEHN, 3 VEHM (wer, wen, wem)

VIHR (wir) 'we'; 1 VIHR, 2 UNSS, 3 UNSS (wir, uns, uns)

VOHnen (wohnen) 'live'

YETST (jetzt) 'now'

(1) ZIH (ſie) 'she'; 1 ZIH, 2 ZIH, 3 IHR (ſie, ſie, ihr)

(2) ZIH (Sie, ſie) 'you, they'; 1 ZIH, 2 ZIH, 3 IHnen (Sie, Sie, Ihnen; ſie, ſie, ihnen)

UNIT 3

SEEING THE SIGHTS

SECTION A—BASIC SENTENCES

To the Group Leader: Read carefully the note to the Leader in Section A of Unit 2. Then go through the *Basic Sentences* once, and take up the *Hints on Pronunciation*. Go through the *Basic Sentences* at least twice more individually, paying especial attention to pronunciation.

Go through the *Basic Sentences*, in unison, in the same way you did for Section A of the preceding unit. Be sure to put plenty of life into your repetition of the sentences. After you have gone through the *Basic Sentences* once in unison and have done the *Hints on Pronunciation*, come back to the *Basic Sentences*. Pay particular attention to the points of pronunciation you have just been working on and go through the sentences at least twice more individually.

1. Basic Sentences

Meyer and Schneider make a day of it, going first to the station, then to the bank, then for a walk through town to see the sights, and finally to a restaurant.

Unit 3, Record Side 1, beginning. (78 RPM)

(33⅓ RPM) Record Side 3, beginning.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
	Meyer	
want-to	VOLLen	wollen
today	HOIte	heute
go-there	HINN-gehen	hingehen
Where'll we go today?	voh vollen vihr hoite HINN-gehen?	Wo wollen wir heute hingehen?

Schneider

(I) want-to	VILL	will
first	EHRST	erſt
to-the	TSUMM (=tsuh dehm)	zum (=zu dem)
I want to go to the station first,	ich vill ehrst tsumm BAHN-hohf gehen,	Ich will erſt zum Bahnhof gehen
then	DANN	dann
to-the	TSURR (=tsuh dehr)	zur (=zu der)
bank	BANGK (dih)	Bank (die)
in-order	UMM	um
to	TSUH	zu
change	VEKseln	wechſeln
and then to the bank, (in order) to change some money.	unt dann tsurr BANGK, umm ett-vass GELT tsuh vekseln.	und dann zur Bank, um etwas Geld zu wechſeln.

Meyer

know	VISSen	wiſſen
Do you know where the station is?	vissen ZIH voh dehr BAHN-hohf ist?	Wiſſen Sie wo der Bahnhof iſt?

Schneider

(I) know	VAISS	weiß
No, I don't know ('I know it not').	NAIN, ich VAISS ess nicht.	Nein, ich weiß es nicht.
(I) must	MUSS	muß
the (form 2 of dehr)	DEHN	den
hotel-clerk	porTYEH (dehr)	Portier (der)
ask	FRAHgen	fragen
I'll have to ask the clerk.	ich muss dehn porTYEH frahgen.	Ich muß den Portier fragen.

perhaps	fihLAICHT	vielleicht
a	AInen	einen
map-of-the-city ('city-plan')	SHTATT-plahn (dehr)	Stadtplan (der)
give	GEHben	geben
Perhaps he can give me a map of the city.	fihlaicht kann ehr mihr ainen SHTATT-plahn gehben.	**Vielleicht kann er mir einen Stadtplan geben.**
To the clerk:		
Where's the station, please?	voh ist dehr BAHN-hohf, bitte?	**Wo iſt der Bahnhof, bitte?**

Hotel Clerk

the (form 3 of dih)	DEHR	der
Kaiser-Street	KAIzer-shtrahsse (dih)	Kaiſerſtraße (die)
It's on ('in the') Kaiser St.	ehr ist inn dehr KAIzer-shtrahsse.	**Er iſt in der Kaiſerſtraße.**

Schneider

(the) best	amm BESten	am beſten
to-there	dah-HINN	dahin
What's the best way to get there ('how comes one the best to there')?	vih kommt mann amm besten dah-HINN?	**Wie kommt man am beſten dahin?**

Hotel Clerk

must	MÜSSen	müſſen
into	INN	in
the	DIH	die
city	SHTATT (dih)	Stadt (die)
go (in a vehicle)	FAHren	fahren
You'll have to go down town ('into the city').	zih müssen inn dih SHTATT fahren.	**Sie müſſen in die Stadt fahren.**

Unit 3, Record Side 2, beginning. (78 RPM)

either	ENT-vehder	entweder
the (form 3 of dehr)	DEHM	dem
bus ('auto-bus')	AUtoh-buss (dehr)	Autobus (der)
the (form 3 of dih)	DEHR	der
street-railway	SHTRAHssen-bahn (dih)	Straßenbahn (die)
*You can go **either** by bus or by street car ('with the autobus or with the street-railway').*	zih können ent-vehder mitt dehm AUtoh-buss ohder mitt dehr SHTRAHssen-bahn fahren.	Sie können entweder mit dem Autobus oder mit der Straßenbahn fahren.
stops	HELT	hält
on	AUF	auf
the (form 3 of dih)	DEHR	der
other	ANderen	anderen
side	ZAIte (dih)	Seite (die)
of-the	DEHR	der
street	SHTRAHsse (dih)	Straße (die)
The bus stops on the other side of the street,	dehr AUtoh-buss helt auf dehr anderen zaite dehr SHTRAHsse,	Der Autobus hält auf der anderen Seite der Straße,
the street-car-stop	dih SHTRAHssen-bahn-HALte-shtelle	die Straßenbahnhalteſtelle
at	ANN	an
the (form 3 of dih)	DEHR	der
corner	ECKe (dih)	Ecke (die)
and the street car stop is over there at the corner.	unt dih SHTRAHssen-bahn-halte-shtelle ist dah DRÜHben ann dehr ECKe.	und die Straßenbahnhalteſtelle iſt da drüben an der Ecke.

Schneider

Thanks a lot ('thanks very').	DANGke zehr.	Danke ſehr.

Hotel Clerk

You're quite welcome ('please very').	BITTE zehr.	Bitte ſehr.

After they have been to the station and the bank:

Meyer

walk	shpaTSIHR-gang (dehr)	Spaziergang (der)
through	DURCH	durch
the	DIH	die
Let's take ('we want to make') a walk now through the city.	vihr vollen yetst ainen shpatsihr-gang durch dih SHTATT makhen.	Wir wollen jetzt einen Spaziergang durch die Stadt machen.
there is ('it gives')	ess GIPT	es gibt
see	ZEHen	ſehen
What is there to see (here)?	vass gipt ess denn hihr tsuh ZEHen?	Was gibt es denn hier zu ſehen?

Schneider

the cathedral	dehr DOHM	der Dom
is-supposed-to	ZOLL	ſoll
famous	be-RÜHMT	berühmt
be	ZAIN	ſein
They say the cathedral is very famous.	dehr DOHM zoll zehr be-RÜHMT zain.	Der Dom ſoll ſehr berühmt ſein.

	Meyer	
have	HAHben	haben
Have you got the map of the city with you ('have you the city-plan here')?	hahben zih dehn SHTATT-plahn hihr?	Haben Sie den Stadtplan hier?
	Schneider	
on-it ('thereon')	dahrAUF	darauf
find	FINden	finden
Yes, but I can't find the cathedral on it.	YAH, ahber ich kann dehn DOHM dahrauf nicht finden.	Ja, aber ich kann den Dom darauf nicht finden.
policeman (with ending -en)	pohlihTSISten (dehr)	Poliziſt(en) (der)
Let's ask that policeman there.	vihr vollen dehn pohlihTSISten dort frahgen.	Wir wollen den Poliziſten dort fragen.

Unit 3, Record Side 3, beginning. (78 RPM)

sergeant ('Mr. Watchmaster')	herr VAKHT-maister	Herr Wachtmeiſter
look for ('seek')	ZUHkhen	ſuchen
Excuse me, officer, we're looking for the cathedral.	fer-TSAIung, herr VAKHT-maister, vihr zuhkhen dehn DOHM.	Verzeihung, Herr Wachtmeiſter, wir ſuchen den Dom.
	Policeman	
That's the cathedral over there.	dass ist dehr DOHM dah DRÜHben.	Das iſt der Dom da drüben.
	Schneider	
beside-it	dah-NEHben	daneben
What's that beside it?	vass ist dass dah-NEHben?	Was iſt das daneben?

	Policeman	
Beside what ('where-beside')?	VOH-nehben?	Woneben?
	Schneider	
beside	NEHben	neben
the (form 3 of dehr)	DEHM	dem
Beside the cathedral.	nehben dehm DOHM.	Neben dem Dom.
	Policeman	
from-the	FOMM (=fonn dehm)	vom (=von dem)
the university	dih uhnihverzihTEHT	die Univerſität
To the left of the ('left from-the') cathedral is the university,	LINGKS fomm dohm ist dih uhnihverzihTEHT,	Links vom Dom iſt die Univerſität,
from-it ('therefrom')	dah-FONN	davon
the museum	dass muhZEHum	das Muſeum
and to the right of it ('right therefrom') is the museum.	unt RECHTS dah-fonn ist dass muhZEHum.	und rechts davon iſt das Muſeum.

After they have seen the cathedral:

	Schneider	
park	PARK (dehr)	Park (der)
Now we're going into the park.	yetst gehen vihr inn dehn PARK.	Jetzt gehen wir in den Park.
	Meyer	
Why?	vahRUMM?	Warum?

Schneider

a	AIN	ein
good	GUHtes	gutes
café	kaFEH (dass)	Café (das)
There's ('it is') a good café there,	ess ist ain GUHtes kaFEH dort,	Es iſt ein gutes Café dort,
awful	FURCHT-bahren	furchtbaren
thirst	DURST (dehr)	Durſt (der)
and I'm awfully thirsty ('I have an awful thirst').	unt ich hahbe ainen FURCHT-bahren DURST.	und ich habe einen furchtbaren Durſt.

Before you go through the *Basic Sentences* a second time study the following:

2. Hints on Pronunciation

1. The German *l*.

Pronounce out loud the following two English words: *mill, million.* Do you hear any difference between the *l*-sound in *mill* and that in *million?* In words like *mill* we all pronounce a kind of hollow-sounding *l;* when you say it, you can feel that the top of your tongue is hollowed out like the inside of a spoon. In words like *million,* however, most of us use a different kind of *l;* the top of the tongue is higher and much flatter. Say the word *million* several times, very slowly, and then try to leave the *-ion* off the end: *mill(ion).* This second type of *l* is the one the Germans always use. Listen to your Guide (or the speaker on the records) as he pronounces the *l*'s in the following words, and repeat right after him, imitating him as well as you can. If you can make a clear difference between the German word *HELL* 'bright (as of colors)' and English *hell,* then you have really got the German sound.

PRACTICE 1

Unit 3, Record Side 3, after 1st spiral. (78 RPM)

(33⅓ RPM) Record Side 3, after 1st spiral.

HELL	hell	*bright (new word)*
ich VILL	ich will	*I want-to*

dih **HAL**te-shte**ll**e ist **L**INGKS.	Die Halteſtelle iſt links.	*The (bus or street car) stop is to the left.*
vihr zo**ll**en **ALL**e **SHNELL** inss boh**TELL** gehen.	Wir ſollen alle ſchnell ins Hotel gehen.	*We're all supposed to go quickly into the hotel.*

2. Vowel combinations.

German has three vowel combinations: *ai*, *au*, and *oi*. All three of them are very much like our English sounds, except that the German ones are shorter; don't ever drawl them.

ai This is like our *ai* in *aisle*, or our *i* in *bite*, only shorter. If you are a Southerner, be careful not to make this sound like *ah*.

au This is like our *ou* in *house*, *mouse*, only shorter. Many Americans, however, pronounce the *ou* in these words as if it were made up of the *a* in *bad* plus the *u* in *rule*. Be sure not to do this in German; make it like the *a* in *far* plus the *u* in *rule*.

oi This is like our *oi* in *oil* or *Detroit*, only shorter.

Now listen to the way your Guide (or the speaker on the records) says these sounds. Repeat each word or phrase right after him, imitating him as well as you can.

PRACTICE 2

Unit 3, Record Side 3, after 2nd spiral. (78 RPM)

V**AI**N	Wein	*wine*
fer-TS**AI**ung, h**ai**ssen zih SHN**AI**der ohder M**AI**er?	Verzeihung, heißen Sie Schneider oder Meyer?	*Excuse me, is your name Schneider or Meyer?*
AUS	aus	*out-of*
ich gl**au**be dih FR**AU** ist **AU**KH imm **AU**toh-buss.	Ich glaube, die Frau iſt auch im Autobus	*I think the woman is also in the bus.*
N**OI**N	neun	*nine*
H**OI**te inn D**OI**TSH-lant	heute in Deutſchland	*today in Germany*

Now go through the *Basic Sentences* once more individually, and with your book open. As you repeat after your Guide, keep your eyes on the *Aids to Listening* and note in particular the examples of the sounds discussed. Again do not hesitate to ask your Guide to repeat if you are uncertain about any sound.

Finally, go through the *Basic Sentences* at least once again individually. Keep your book closed, listen carefully to your Guide and make sure that your pronunciation satisfies him.

3. Check Yourself

Can you make a clear difference between the English word *hell* and the German word *HELL* 'bright'?

Can you pronounce the three German vowel combinations?

Are you sure that you make them good and short, and don't ever drawl them?

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study (Individual Study)

As in Section B1 of Unit 2, read the words and expressions in each list and make sure that you understand the meaning of the German. Then read the comments which follow each list. When you have finished the *Word Study* ask other members of the group about points which are not clear to you.

A. THE THREE KINDS OF GERMAN NOUNS

	noun-modifier	*noun*	*noun-replacer*					
VOH ist	**dehr**	BAHN-hohf?	**ehr**	ist DORT.	Where is	the station?	It	is there.
	dass	restohRA^{NG}?	**ess**			the restaurant?	It	
	dih	twaLETTe?	**zih**			the toilet?	It	

	noun-modifier	*noun*	*noun-replacer*	
VIH ist	**dehr**	VAIN?	**ehr**	ist GUHT.
	dass	BIHR?	**ess**	
	dih	MILCH?	**zih**	
VOH ist	**dehr**	MANN?	**ehr**	ist HIHR.
	dass	FROI-lain?	**zih**	
	dih	FRAU?	**zih**	

How is	the wine?	It	is good.
	the beer?	It	
	the milk?	It	
Where is	the man?	He	is here.
	the waitress?	She	
	the woman?	She	

There are three kinds of nouns in German: *dehr*-words are modified by *DEHR* and replaced by *EHR*; *dass*-words are modified by *DASS* and replaced by *ESS*; and *dih*-words are modified by *DIH* and replaced by *ZIH*. The only irregularity in this scheme is that *dass*-words which refer to girls and women are usually replaced by *ZIH*, rather than by *ESS*.

Sometimes the meaning of a noun will tell you which of these three types it belongs to. Most nouns that refer to men and boys are *dehr*-words: *dehr MANN* 'man, husband', *dehr FAHter* 'father', *dehr ahmehrihKAHner* 'American (man)'; most nouns that refer to women and girls are *dih*-words: *dih FRAU* 'woman, wife', *dih MUTTer* 'mother', *dih ahmehrihKAHnerinn* 'American (woman)'. Sometimes the form of a noun will tell you which type it belongs to. All nouns that end in the suffix *-lain* are *dass*-words: *dass FROI-lain* 'Miss, waitress, salesgirl'; all nouns that end in the suffix *-ung* are *dih*-words: *dih fer-TSAIung* 'pardon'. A great many nouns that end in *-e* are *dih*-words: *dih ECKe* 'corner', *dih HALte-shtelle* '(bus or trolley) stop', *dih SHTRAHsse* 'street', *dih tsihgahRETTe* 'cigarette', *dih twaLETTe* 'toilet', *dih ZAIte* 'side' (but *dehr NAHme* 'name').

If a noun refers to a thing rather than to a person, it is usually impossible to know which of these three types it will belong to. And yet it is obvious that you have to know this before you can use a noun. For the Germans this is an easy matter; they have grown up using these three kinds of nouns, and since they have never heard anything but the right thing, they would have to go out of their way to make a mistake. With us the matter is different. What we shall have to do is to remember that the word for 'beer', for example, is not *BIHR*, but *dass BIHR*, etc. Always learn new words this way. Usually the *Basic Sentences* will tell you which kind of word a new noun is. If they don't, be sure to look it up in the *Finder List*, where every noun is listed with a *DEHR*, *DASS*, or *DIH* in front of it.

B. FORMS 1, 2, AND 3 OF NOUNS

Form 1

dehr MANN		The man	
dass FROI-lain	KOMMT.	The waitress	is coming.
dih FRAU		The woman	

Form 2

ehr fer-SHTEHT	**dehn** MANN.	He understands	the man.
ehr KENNT	**dass** FROI-lain.	He knows	the waitress.
	dih FRAU.		the woman.

Form 3

	dehm MANN?		the man?
vih GEHT ess	**dehm** FROI-lain?	How goes it	the waitress?
	dehr FRAU?	in regard to	the woman?

Summary: before	*dehr*-words	*dass*-words	*dih*-words
1.	dehr	dass	dih
2.	dehn	dass	dih
3.	dehm	dehm	dehr

Nouns have the same three forms as pronouns. The noun-modifiers change from one form to another, though usually the nouns themselves remain unchanged. The only exceptions are a few *dehr*-words which add an *-n* or *-en* in forms 2 and 3: *dehr HERR*, but *dehn, dehm HERRN* 'Mr., gentleman'; *dehr NAHme*, but *dehn, dehm NAHmen* 'name'; *dehr pohlihTSIST*, but *dehn, dehm pohlihTSISten* 'policeman'.

The three forms of nouns have just the same uses as the three forms of pronouns. Form 1 is used for the subject of a sentence; it is also used after the verb *be: ZINT ZIH dehr porTYEH?* 'are you the portier?'; *DASS ist dehr BAHN-hohf* 'that's the station'; etc. Form 2 is used for the object of most verbs. Form 3 is used for the person in regard to whom a statement is made. For the use of forms 2 and 3 after prepositions, see below.

C. PREPOSITIONS

Words like *with, from, to, on* are called PREPOSITIONS. The noun or pronoun that follows a preposition is called the OBJECT of the preposition: *with ME, from THE BANK*, etc.

Prepositions followed by form 2

DURCH:	ehr MAKHT ainen shpaTSIHR-gang **durch dih SHTATT.**	He takes a walk through the city.

The preposition *DURCH* is always followed by an object in form 2.

Prepositions followed by form 3

AUS:	ehr KOMMT **aus dehm PARK.**	He comes out of the park.
FONN:	KOMMen zih **fomm** (= fonn dehm) **hohTELL** ohder **fonn dehr uhnihverzihTEHT?**	Are you coming from the hotel or from the university?
MITT:	zih können ENT-vehder **mitt dehm AUtoh-buss** ohder **mitt dehr SHTRAHssen-bahn** fahren.	You can go either by ('with the') bus or by ('with the') trolley.
TSUH:	ich vill EHRST **tsumm** (= tsuh dehm) **BAHN-hohf** unt DANN **tsurr** (= tsuh dehr) **BANGK** gehen.	I want to go first to the station and then to the bank.

The prepositions *AUS, FONN, MITT, TSUH* are always followed by an object in form 3. Notice the shortenings that are usually made: *FOMM* (for *fonn dehm*), *TSUMM* (for *tsuh dehm*), and *TSURR* (for *tsuh dehr*).

Prepositions followed by forms 2 and 3

If answering the question 'to what place?', form 2

ANN:	ehr GEHT **ann dih ECKe.**	He goes up-to the corner.
AUF:	ehr GEHT **auf dih ANdere ZAIte** dehr SHTRAHsse.	He goes [over] onto the other side of the street.

INN:	ehr FEHRT **inn dih SHTATT** unt GEHT **inss** (= inn dass) **KIHnoh.**	He drives down town ('into the city') and goes to ('into') the movies.
NEHben:	ehr FEHRT dehn AUtoh-buss **NEHben dehn BAHN-hohf.**	He drives the bus up-beside the station.

If answering the question 'in what place?', form 3

ANN:	dehr AUtoh-buss HELT **ann dehr ECKe.**	The bus stops at the corner.
AUF:	ehr VOHNT **auf dehr ANderen ZAIte** dehr SHTRAHsse.	He lives on the other side of the street.
INN:	ehr ist YETST **inn dehr SHTATT;** ehr ist **imm** (= inn dehm) **KIHnoh.**	He is now down town ('in the city'); he's in the movies.
NEHben:	dass muhZEHum ist **nehben dehm DOHM.**	The museum is beside the cathedral.

The prepositions *ANN, AUF, INN, NEHben* are followed by an object in form 2 if they answer the question 'to what place?'; they are followed by an object in form 3 if they answer the question 'in what place?'. Hence *ehr GEHT inn dehn PARK* (form 2) will mean 'he is walking into the park', but *ehr GEHT imm* (= *inn dehm*) *PARK* (form 3) will mean 'he is walking [around] in the park'. Common shortenings are *IMM* (for *inn dehm*) and *AMM* (for *ann dehm*). In addition, the word *DASS* may be shortened to *SS* after any preposition: *ANSS* (for *ann dass*), *INSS* (for *inn dass*), *DURCHSS* (for *durch dass*), etc.

As long as you are talking about people, you can use any of the above prepositions with a pronoun: *MITT ihm* 'with him', *NEHben ihnen* 'beside them' (or 'you'), *auf VEHM?* 'on whom?', etc. If you are talking about things, however, you use special little words that are made up of *dah-* and *voh-* plus the preposition (*dahr-* and *vohr-* if the preposition begins with a vowel): *dah-MITT* 'with it, them', *voh-MITT?* 'with what?'; *dah-NEHben* 'beside it, them', *voh-NEHben?* 'beside what?'; *dahrAUF* 'on it, them', *vohrAUF?* 'on what?'; etc. (Compare such old-fashioned English words as *therewith, wherewith*, etc.)

D. WORD ORDER

Normal word order

$\underbrace{\text{main MANN unt ICH}}_{1}$ $\underbrace{\text{VOLLen}}_{2}$ HOIte inss KIHnoh gehen.	My husband and I want to go to the movies today.

YAH, $\underset{1}{\underline{\text{ich}}}$ $\underset{2}{\underline{\text{HAHbe}}}$ dehn PLAHN, ahber $\underset{1}{\underline{\text{ich}}}$ $\underset{2}{\underline{\text{KANN}}}$ dehn DOHM dahrAUF nicht FINden.	Yes, I have the map, but I can't find the cathedral on it.

Inverted word order

$\underset{1}{\underline{\text{HOIte}}}$ $\underset{2}{\underline{\text{VOLLen}}}$ $\underset{3}{\underline{\text{main MANN unt ICH}}}$ inss KIHnoh gehen.	Today my husband and I want to go to the movies.
YAH, $\underset{1}{\underline{\text{dehn PLAHN}}}$ $\underset{2}{\underline{\text{HAHbe}}}$ $\underset{3}{\underline{\text{ich}}}$, ahber $\underset{1}{\underline{\text{dehn DOHM}}}$ $\underset{2}{\underline{\text{KANN}}}$ $\underset{3}{\underline{\text{ich}}}$ dahrAUF nicht FINden.	Yes, I have the map, but I can't find the cathedral on it.

In a German statement (not a question or a command), the verb is always the second element. Normally the subject is the first element. If some other element comes first, the verb stays in second position, and the subject shifts around behind to third position. (Notice that introductory words like *YAH* and *NAIN*, and sentence connectors like *AHber* and *UNT* do not affect the word order.) Adverbs like *HOIte* very often come first, as in English; nouns and pronouns are often said first for the sake of emphasis.

E. NEW IRREGULAR VERBS

Like English *say, he says* (= *sezz*):

'go (in a vehicle)'	'give'	'stop'	'see'
FAHren	GEHben	HALten	ZEHen
FAHre	GEHbe	HALte	ZEHe
FEHRT	GIPT	HELT	ZIHT

Like English *can, he can:*

'must'	'know'	'want to'	'be supposed to'
MÜSSen	VISSen	VOLLen	ZOLLen
MUSS	VAISS	VILL	ZOLL
MUSS	VAISS	VILL	ZOLL

Read aloud several times all the examples given in this section on *Word Study*. Then cover the English and see if you know the meaning of every item. Repeat this operation until you are sure that you know every expression. As a final test, cover the German and see if you can say the German expression simply by looking at the English.

Before you go on to the next section, turn back to the *Basic Sentences* and look for examples of the things that have just been explained to you. Look first for examples of inverted word order. Then examine all the prepositions and the nouns that follow them. Can you explain why the noun is in form 2 (or form 3, as the case may be)? Finally, examine all the nouns and see if you can tell which type each one belongs to. Notice, for example, that the phrase *tsurr BANGK* shows you quite clearly that *BANGK* is a *dih*-word; or that *inn dehn DOHM* shows you that *DOHM* is a *dehr*-word. If the *Basic Sentences* don't show you what kind of word a noun is, be sure to look it up in the *Finder List*. Remember that you have to have this information on every noun; if you don't, you can't use it.

2. Covering English and German of Word Study (Individual Study)

Before you leave the *Word Study*, cover the English equivalents in each list and make sure that you know the meaning of every German expression. Then cover the German and see if you can say each German expression when you are looking only at the English.

3. Review of Basic Sentences

Review the first half of the *Basic Sentences*. Repeat individually with books closed. Work always to perfect your pronunciation; keep the meaning in mind; and observe examples of the points in *Word Study* you have just covered.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*. Follow the procedure suggested above.

2. Covering the English of Basic Sentences (Individual Study)

Go back to the *Basic Sentences* in Section A, cover the English and test yourself by reading the German, just as you did in Section C of the previous unit. If you are not sure about the meaning of any words or phrases, when you have finished reading the *Basic Sentences* aloud, uncover the English and look up their meaning. Keep this up until you know all the meanings completely.

3. What Would You Say? (Individual Study)

In the following exercise you have certain situations presented for which you are to choose the correct expression in German. Read the situation, repeat aloud all the solutions for each situation, and then indicate for the next class meeting the answer which you consider the most appropriate.

1. *You and a friend are staying at the Palace Hotel. You ask him whether he'd like to take a walk through the city:*

a. VOLLen zih HOIte inss muhZEHum gehen?

b. MÖCHten zih gern ainen shpaTSIHR-gang durch dih SHTATT makhen?

c. VOHnen zih YETST imm paLAST hohtell?

2. *He says he'd like to, and asks where you want to go:*

a. YAH, GERne, voh MÖCHten zih denn HINN-gehen?

b. NAIN DANGke, ich KENNe dih SHTATT SHOHN ZEHR GUHT.

c. VIH BITTe? VASS vollen zih MAKHen?

3. *You say the museum is supposed to be very famous:*

a. dass muhZEHum ist inn dehr SHTATT.

b. dass muhZEHum zoll zehr be-RÜHMT zain.

c. HOIte KÖNNen vihr NICHT inss muhZEHum gehen.

4. *But you add that you don't know where it is:*

a. ich KENNe dass muhZEHum NICHT ZEHR GUHT.

b. ich VAISS nicht vih ehr HAISST.

c. ahber ich VAISS nicht voh ess IST.

5. *He says you'll have to ask the portier:*

a. dehr porTYEH muss dehn NAHmen vissen.

b. fihLAICHT vaiss dehr porTYEH voh ess IST.

c. dann MÜSSen vihr dehn porTYEH HIHR imm hohTELL frahgen.

6. *The portier tells you to take a trolley to Kaiser St.:*

a. FAHren zih mitt dehr SHTRAHssen-bahn inn dih KAIzer-shtrahsse.

b. GEHen zih geRAHde AUS; ess ist NEHben dehr uhnihverzihTEHT.

c. dehr DOHM ist inn dehr KAIzer-shtrahsse, ahber ich VAISS NICHT voh dass muhZEHum ist.

7. *When you come out of the museum, you discover you've forgotten where the hotel is. So you ask a stranger:*

a. BITTe shöhn, zih VOHnen imm paLAST hohtell, nicht VAHR?

b. KOMMen zih aus ahMEHrihkah, ohder VOHnen zih imm paLAST hohtell?

c. fer-TSAIung, KÖNNen zih mihr bitte ZAHgen voh dass paLAST hohtell IST?

8. *The man replies that he doesn't know; he's a stranger here himself:*

a. ess ist NICHT inn dehr KAIzer-shtrahsse; ich VOHne DORT.

b. dass VAISS ich laider NICHT; ich VOHne AUKH nicht HIHR.

c. ich KENNe die SHTATT ZEHR GUHT; ess ist dah DRÜHben.

9. *He suggests that you ask the cop on the corner:*

a. GEHen zih tsuh dehm porTYEH; EHR vaiss ess AUKH nicht.

b. dehr pohlihTSIST aan dehr ECKe haisst SHULtse.

c. FRAHgen zih dehn pohlihTSISten dah DRÜHben ann dehr ECKe.

10. *You go to the cop, and he tells you where it is:*

a. ess ist inn dehr KÖHnich-shtrahsse.

b. DASS ist dehr DOHM dah DRÜHben; ZEHen zih IHN?

c. ich KANN ess auf dehm SHTATT-plahn nicht FINden.

11. *You ask him how to get there:*

a. vih KOMMen vihr amm BESten dah-HINN?

b. VOHnen zih AUKH imm paLAST hohtell?

c. VOLLen zih MITT unss kommen?

12. *He answers:*

a. dih AUtoh-buss-HALte-shtelle ist DORT ann dehr ECKe.

b. FAHren zih mitt dehr SHTRAHssen-bahn dah DRÜHben.

c. zih KÖNNen laider NICHT mitt dehm AUtoh-buss fahren.

SECTION D—LISTENING IN

1. What Did You Say?

To the Group Leader. Follow the same procedure as for Section D of Unit 2. Call on different students (not in any fixed order) to give their answers in German for the exercise *What Would You Say?* in Section C3 of this unit. Encourage them to give the answers directly and not from the books, if possible. Then check on the students' knowledge of the meaning in English of the different expressions in German.

Go back to the last exercises in the preceding section. The Leader will call for your answers in German for the exercises. If you can, give the correct answers without reading from the book. Other members of the group will criticize the choice made if they disagree. The Leader will then call for the English equivalents of all the expressions in the exercises.

2. Word-Study Check-Up

To the Group Leader. Follow the same procedure as for this part of Section D of Unit 2. Call on various students for the correct German for the English equivalents of the expressions given in the *Word Study.* Make sure that all the students have learned the material thoroughly.

Go back to the *Word Study* in Section B. The Leader will ask different members of the group to give the correct German for the English equivalents of the expressions you went over in the *Word Study.* Be sure you are able to give the correct form without having to read it from the book. If you have any difficulty, review the *Word Study* thoroughly.

3. Listening In

To the Group Leader. Follow the same procedure as for *Listening In* in Section D3 of Unit 2. Check up on meaning at the end of each conversation on the first time through; then, after the second time through, assign parts and have the students read the conversations.

Keep your book closed while the Guide reads the following conversations, or while they are played on the phonograph, and repeat the German immediately after hearing it. At the end of each conversation, check up on the meaning of any word or phrase about which you are in doubt, either by asking some other member

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of the group or by going back to the *Basic Sentences* if no one knows.

Go through the conversations again, with your books open, being sure to imitate carefully and to keep in mind the meaning of everything you are saying. Ther take turns speaking the parts. Make the conversation real. Say your part as though you meant it.

1. *Meyer asks a policeman how to get to the cathedral.*

Unit 3, Record Side 4, beginning. (78 RPM)		**(33⅓ RPM) Record Side 3, after 2nd spiral.**
MAIer:	fer-TSAIung, herr VAKHT-maister.	Verzeihung, Herr Wachtmeiſter.
	können zih mihr bitte ZAHgen voh dehr DOHM ist?	Können Sie mir bitte ſagen, wo der Dom iſt?
pohlihTSIST:	zih vollen dehn DOHM zehen?	Sie wollen den Dom ſehen?
	ehr ist inn dehr KAIzer-shtrahsse.	Er iſt in der Kaiſerſtraße.
MAIer:	ich kenne dih shtatt nicht zehr GUHT.	Ich kenne die Stadt nicht ſehr gut.
	vih kommt mann am besten dah-HINN?	Wie kommt man am beſten dahin?
pohlihTSIST:	zih können mitt dehr SHTRAHssen-bahn fahren.	Sie können mit der Straßenbahn fahren.
MAIer:	fehrt dehr AUtoh-buss AUKH inn dih KAIzer-shtrahsse?	Fährt der Autobus auch in die Kaiſerſtraße?
pohlihTSIST:	YAH, ehr fehrt AUKH dah-hinn.	Ja, er fährt auch dahin.
MAIer:	voh ist dih AUtoh-buss-halte-shtelle, bitte?	Wo iſt die Autobushalteſtelle, bitte?
pohlihTSIST:	dehr AUtoh-buss unt dih SHTRAHssen-bahn halten BAIde dah DRÜHben ann dehr ECKe.	Der Autobus und die Straßenbahn halten beide d drüben an der Ecke.
MAIer:	DANGke zehr, herr VAKHT-maister.	Danke ſehr, Herr Wachtmeiſter.
pohlihTSIST:	BITTe zehr.	Bitte ſehr.

2. Schneider is taking Meyer on a sightseeing trip. Just as they start, they see Mr. Koenig sitting in a café.

MAIer:	vehr IST dehr mann dort?	Wer iſt der Mann dort?
	ich glaube ich KENNe ihn,	Ich glaube, ich kenne ihn,
	ahber ich VAISS nicht vih ehr HAISST.	aber ich weiß nicht, wie er heißt.
SHNAIder:	dass ist herr KÖHnich.	Das iſt Herr König.
	ich glaube ehr ZIHT unss nicht.	Ich glaube, er ſieht uns nicht.
	guhten TAHK, herr KÖHnich.	Guten Tag, Herr König.
	vih GEHT ess ihnen?	Wie geht es Ihnen?
KÖHnich:	AKH, guhten TAHK, herr SHNAIder!	Ach, guten Tag, Herr Schneider!
	GUHT, DANGke, unt IHnen?	Gut, danke, und Ihnen?
SHNAIder:	darf ich ihnen herrn MAIer FOHR-shtellen?	Darf ich Ihnen Herrn Meyer vorſtellen?
KÖHnich:	ich glaube vihr KENNen unss shohn.	Ich glaube, wir kennen uns ſchon.
	guhten TAHK, herr MAIer.	Guten Tag, Herr Meyer.
SHNAIder:	herr MAIer kennt berLIHN nicht zehr GUHT.	Herr Meyer kennt Berlin nicht ſehr gut.
	vihr VOLLen yetst ainen shpaTSIHR-gang durch dih SHTATT makhen.	Wir wollen jetzt einen Spaziergang durch die Stadt machen.
KÖHnich:	voh vellen zih denn HINN-gehen?	Wo wollen Sie denn hingehen?
SHNAIder:	ehrst gehen vihr inss muhZEHum,	Erſt gehen wir ins Muſeum,
	unt DANN ent-vehder inn dehn DOHM ohder inn dih uhnihverzihTEHT.	und dann entweder in den Dom oder in die Univerſität.

3. *Mueller and a friend, Schulze, are sitting in a café. He's looking at a map of the city.*

MÜLLer:	vass ZUHkhen zih denn?	Was ſuchen Sie denn?
SHULtse:	dehn DOHM.	Den Dom.
MÜLLer:	konnen zih ihn dahrauf FINden?	Können Sie ihn darauf finden?
SHULtse:	VOHRauf?	Worauf?
MÜLLer:	auf dehm PLAHN, nahTÜHR-lich.	Auf dem Plan, natürlich.
SHULtse:	NAIN.	Nein.
	ehr zoll inn dehr KAIzer-shtrahsse zain,	Er ſoll in der Kaiſerſtraße ſein,
	ahber ich kann dih KAIzer-shtrahsse nicht FINden.	aber ich kann die Kaiſerſtraße nicht finden.
MÜLLer:	gehben zih MIHR dehn plahn.	Geben Sie mir den Plan.
	fil-laicht kann ICH zih finden.	Vielleicht kann ich ſie finden.
	YAH, HIHR IST zih.	Ja, hier iſt ſie.
SHULtse:	vih kommen vihr amm besten dah-HINN?	Wie kommen wir am beſten dahin?
MÜLLer:	vihr gehen geRAHde AUS.	Wir gehen gerade aus.
	DANN, RECHTS inn dih KAIzer-shtrahsse,	Dann, rechts in die Kaiſerſtraße,
	unt DANN zint vihr shohn amm DOHM.	und dann ſind wir ſchon am Dom.

SECTION E—CONVERSATION

1. Covering the German of Basic Sentences (Individual Study)

Just as you did in Section E of Unit 2, go back to the *Basic Sentences* of this unit, cover up the German and test yourself to see how many words and phrases you can say in German when you are looking only at the English.

2. Vocabulary Check-Up

To the Group Leader: As in Unit II, go around the class calling on various students and asking them: "vih ZAHKT mann awf DOITSH?" for the English equivalents in the *Basic Sentences*, with their books closed. If any student does not answer in a reasonable time, do not allow hemming and hawing; call on another student. Make sure that every student speaks loud enough so that all can hear. Do not allow any mumbling. Any student who cannot give satisfactory answers needs more review of the *Basic Sentences*.

As you did in Unit 2, supply the German expressions for the English equivalents in the *Basic Sentences*, when the Leader calls on you. Give your answers in a clear, loud voice, so that everyone can hear you.

3. Conversation

To the Group Leader: Follow the same procedure as for Section E3 of Unit 2. Have the students converse, first following closely the model of the conversations outlined below and then changing the situation slightly.

As you did in the Conversation in Section E3 of Unit 2, first go through the conversations outlined below, taking turns. As soon as you can speak the parts smoothly, pass to acting them out in front of the group; keep this up until you can do it easily and smoothly.

1. You introduce yourself to a stranger, tell him who you are, where you come from, etc. He asks what you're doing now; you say you're taking a walk through the city, and ask what there is to see. He tells you what's famous, and how to get there.

2. You meet a friend on the street, and exchange greetings with him. You ask where he's going; he says there's a good restaurant in Kaiser St
He's going there, don't you want to come along?
You say you'd like to. You go in and order a meal.

After you have practiced these conversations until you can do them easily and smoothly, change the situations somewhat and introduce more material from previous units. Use your imagination in thinking up various combinations of situations. For example, when you introduce yourself to the stranger, you can discover that you have a mutual friend in Chicago, or some such place. The stranger asks how the mutual friend is, and then invites you to a restaurant. In the restaurant he asks you what you want, orders the meal, and then pays for it. Or the friend you meet can ask you about your parents—where they're living now and how they are.

Continue the conversations started in Section E. If necessary to make the conversations smoother and mor successful, review parts 1 and 2 of Section E.

FINDER LIST

This *Finder List* has all the new words and expressions used in this unit. The conventional spelling is enclosed in parentheses after each entry. These as well as those of the previous two units, are words and expressions which by this time you should know quite well.

AIN, AInen (ein, einen): forms of the word for 'a, an'

ANder- (ander-) 'other'

ANN (an): plus forms 2 and 3 'up to, at (the side of)'; shortening AMM (for ann dehm)

AUF (auf): plus forms 2 and 3 'on (top of)'

dehr AUtoh-buss (Autobus) 'bus'

dih BANGK (Bank) 'bank'

be-RÜHMT (berühmt) 'famous'

BEST- (beſt-): amm BESten '(the) best'

BITTe zehr (bitte ſehr): same as BITTe shöhn

dah-HINN (dahin) 'to there'

dah(r)- (da(r)-): dahrAUF 'on it, them'; dah-MITT 'with it, them'; etc.

DANGke zehr (danke ſehr): same as DANGk shöhn

DANN (dann) 'then'

dehr DOHM (Dom) 'cathedral'

DURCH (durch): plus form 2 'through'

dehr DURST (Durſt) 'thirst'; ich hahbe DURS 'I'm thirsty'

dih ECKe (Ecke) 'corner'

EHRST (erſt) 'first'

ENT-vehder . . . OHder (entweder . . . oder 'either . . . or'

FAHren (ehr FEHRT) (fahren, fährt) 'go (in vehicle), drive'; contrast GEHen 'go (o foot), walk'

fihLAICHT (vielleicht) 'perhaps'

	FINden (finden) 'find'
	FONN (von): plus form 3 'from'; shortening FOMM (for fonn dehm)
	FRAHgen (fragen) 'ask (a question)'
	FURCHT-bahr (furchtbar) 'awful'
	GEHben (ehr GIPT) (geben, gibt) 'give'; ess GIPT 'there is'
dass	GELT (Geld) 'money'
	HALten (ehr HELT) (halten, hält) 'stop, hold'
dih	HALte-shtelle (Halteſtelle) '(street car or bus) stop'
	HOIte (heute) 'today'
	INN (in): plus forms 2 and 3 'in, into'; shortening IMM (for inn dehm)
dass	kaFEH (Café) 'café'; contrast dehr KAFFeh 'coffee'
dehr	KAIzer (Kaiſer) 'emperor, kaiser'
dass	muhZEHum (Muſeum) 'museum'
	MUSSen (ich MUSS) (müſſen, muß) 'must, have to'
	NEHben (neben): plus forms 2 and 3 'beside'
dehr	PARK (Park) 'park'
dehr	PLAHN (Plan) 'plan, map (of a small area)'
dehr	pohlihTSIST (Poliziſt) (dehn, dehm pohlihTSISten) 'policeman'
dehr	porTYEH (Portier) 'hotel clerk' (gives information on travel, sightseeing, etc.)
dehr	shpaTSIHR-gang (Spaziergang) 'walk'; ich mache ainen shpaTSIHR-gang 'I take a walk'
dih	SHTATT (Stadt) 'city'; inn dih SHTATT '(to) down town'; inn dehr SHTATT '(at) down town'
dehr	SHTATT-plahn (Stadtplan) 'city map'
dih	SHTRAHsse (Straße) 'street'
dih	SHTRAHssen-bahn (Straßenbahn) 'street railway, street car'
	TSUH (zu): plus form 3 'to'; shortenings: TSUMM (for tsuh dehm), TSURR (for tsuh dehr)
dih	uhnihverzihTEHT (Univerſität) 'university'
	umm . . . tsuh (um . . . zu): with infinitive 'in order to'
	vahRUMM (warum) 'why'

dehr VAKHT-maister (Wachtmeiſter) 'police sergeant'; herr VAKHT-maister! 'officer!'

VEKseln (wechſeln) 'change, switch'

VISSen (ich VAISS) (wiſſen, weiß) 'know (a fact)'; contrast KENNen 'know (a person or thing), be acquainted with'

voh(r)- (wo(r)-): vohrAUF 'on what'; voh-MITT 'with what'; etc.

VOLLen (ich VILL) (wollen, will) 'want to'

ZAIN (ſein) 'be'

dih ZAIte (Seite) 'side'

ZEHen (ehr ZIHT) (ſehen, ſieht) 'see'

ZOLLen (ich ZOLL) (ſollen, ſoll) 'be supposed to'

ZUHkhen (ſuchen) 'seek, look for'

UNIT 4

HAVE A CIGAR

SECTION A—BASIC SENTENCES

To the Group Leader: From this point on you will need special instructions only when new sections or procedures are introduced in the learning units. With other sections, simply follow the procedures which have been recommended in the first three units and the instructions provided for the group at the beginning of the sections.

Go through the *Basic Sentences* in unison. Then work on the *Hints on Pronunciation* and after that go through the *Basic Sentences* at least twice more individually.

1. Basic Sentences

Unit 4, Record Side 1, beginning. (78 RPM)

(33⅓ RPM) Record Side 4, beginning.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
a (form 2 before dass-*words)*	AIN	ein
in (towards there)	hinnAIN	hinein
glass	GLAHS (dass)	Glas (das)
drink	TRINGken	trinken
Mr. Meyer goes into a café to drink a glass of beer.	herr maier geht inn ain kaFEH hinnAIN umm ain glahs BIHR tsuh tringken.	Herr Meyer geht in ein Café hinein, um ein Glas Bier zu trinken.
up-to	ANN	an
a (form 2 before dehr-*words)*	AInen	einen
table	TISH (dehr)	Tiſch (der)
sets himself down	ZETST zich HINN	ſetzt ſich hin
He goes up to a table and sits down.	ehr geht ann ainen TISH unt zetst zich HINN.	Er geht an einen Tiſch und ſetzt ſich hin.

sits	ZITST	ſitzt
a (form 1 before dehr-*words)*	AIN	ein
by-the-name-of	NAHmenss	namens
Fischer	FISHer	Fiſcher
Beside him is sitting a man by the name of Fischer.	NEHben ihm zitst ain mann nahmenss FISHer.	Neben ihm ſitzt ein Mann namens Fiſcher.
introduces	SHTELLT . . . FOHR	ſtellt . . . vor
Mr. Meyer introduces himself to him.	herr MAIer SHTELLT zich ihm FOHR.	Herr Meyer ſtellt ſich ihm vor.
	Meyer	
I come from New York.	ich komme aus *New YORK.*	Ich komme aus New York.
(I) work	ARbaite	arbeite
a (form 3 before dih-*words)*	AIner	einer
I work there in a bank.	ich ARbaite dort in ainer BANGK.	Ich arbeite dort in einer Bank.
	Fischer	
Where are you living here in Berlin?	voh vohnen zih hihr inn berLIHN?	Wo wohnen Sie hier in Berlin?
a (form 3 before dass-*words)*	AInem	einem
In a hotel?	inn ainem hohTELL?	In einem Hotel?
	Meyer	
boarding-house	pa^{ng}ZYOHN (dih)	Penſion (die)
No, I'm living in a boarding house.	NAIN, ich vohne inn ainer pa^{ng}ZYOHN	Nein, ich wohne in einer Penſion.

* * *

takes	NIMMT	nimmt
a (form 2 before dih-*words)*	AIne	eine
cigar	tsihGARRe (dih)	Zigarre (die)
pocket	TASHe (dih)	Taſche (die)
Mr. Fischer takes a cigar out of his ('the') pocket.	herr FISHer nimmt aine tsihGARRe aus dehr TASHe.	Herr Fiſcher nimmt eine Zigarre aus der Taſche.
offers	BIHtet . . . ANN	bietet . . . an
Mr.	HERRN	Herrn
and offers it to Mr. Meyer.	unt BIHtet zih herrn MAIer ANN.	und bietet ſie Herrn Meyer an.
	Fischer	
offer	ANN-bihten	anbieten
May I offer you a cigar?	darf ich ihnen aine tsihGARRe ANN-bihten?	Darf ich Ihnen eine Zigarre anbieten?
	Meyer	
No thank you.	NAIN DANGke.	Nein danke.
	Fischer	
take	NEHmen	nehmen
one	AIne	eine
But do take one!	ahber NEHmen zih dokh AIne!	Aber nehmen Sie doch eine!

Unit 4, Record Side 2, beginning. (78 RPM)

	Meyer	
really	VIRK-lich	wirklich
No, thank you, really.	NAIN, DANGke, VIRK-lich.	Nein, danke, wirklich.
	Fischer	
smoke	RAUkhen	rauchen
Don't you smoke?	RAUkhen zih nicht?	Rauchen Sie nicht?

	Meyer	
oh-yes	DOKH	doch
*Oh yes, I like to smoke very **much** ('I smoke very gladly').*	DOKH, ich raukhe zehr GERN.	Doch, ich rauche ſehr gern.
more-gladly	LIHber	lieber
than	ALSS	als
cigars	tsihGARRen	Zigarren
But I like cigarettes better than cigars ('I smoke cigarettes more gladly than cigars').	ahber ich raukhe tsihgahRETTen lihber alss tsihGARRen.	Aber ich rauche Zigaretten lieber als Zigarren.
	Fischer	
Don't they smoke cigars ('smokes one no cigars') in America?	raukht mann denn kaine tsihGARRen inn ahMEHrihkah?	Raucht man denn keine Zigarren in Amerika?
	Meyer	
so much as	zoh FIHL VIH	ſo viel wie
*Oh yes, but not so **much** as **here in** Germany.*	DOKH, ahber nicht zoh fihl vih hihr inn DOITSH-lant.	Doch, aber nicht ſo viel wie hier in Deutſchland.
	Fischer	
pipe	PFAIfe (dih)	Pfeife (die)
*Do you smoke a **pipe** too?*	raukhen zih aukh PFAIfe?	Rauchen Sie auch Pfeife?
	Meyer	
as-a-matter-of-fact	AIgent-lich	eigentlich
(the) most gladly	amm LIHPsten	am liebſten
*Yes, as a matter of fact I like a **pipe** best ('I smoke **pipe** the most gladly').*	YAH, ich raukhe PFAIfe AIgent-lich amm LIHPsten.	Ja, ich rauche Pfeife eigentlich am liebſten.

* * *

has	HATT	hat
his (form 2 before dih-words)	ZAIne	ſeine
with	BAI	bei
himself	ZICH	ſich
Meyer has his pipe with him,	MAIer hatt zaine PFAIfe bai zich,	Meyer hat ſeine Pfeife bei ſich,
no (form 2 before dehr-words)	KAInen	keinen
tobacco	TAHback (dehr)	Tabak (der)
but he can't find any tobacco ('can find no tobacco').	ahber ehr kann KAInen TAHback finden.	aber er kann keinen Tabak finden.
	Meyer	
could	KÖNNten	könnten
Could you perhaps give me a little tobacco?	könnten ZIH mihr fihlaicht ett-vass TAHback gehben?	Könnten Sie mir vielleicht etwas Tabak geben?
	Fischer	
Why of course, here you are.	ahber nahTÜHR-lich, BITTe zehr.	Aber natürlich, bitte ſehr.
need	BRAUkhen	brauchen
fire	FOIer (dass)	Feuer (das)
Do you need a light too ('need you also fire')?	braukhen zih aukh FOIer?	Brauchen Sie auch Feuer?
	* * *	
box	SHAKHtel (dih)	Schachtel (die)
He gives Mr. Meyer a box of matches.	er gipt herrn MAIer aine shakhtel SHTRAICH-höltser.	Er gibt Herrn Meyer eine Schachtel Streichhölzer.
match	SHTRAICH-holts (dass)	Streichholz (das)
out (towards here)	herrAUS	heraus
Meyer takes a match out	MAIer nimmt ain SHTRAICH-holts herraus	Meyer nimmt ein Streichholz heraus

lights	SHTECKT . . . ANN	ſteckt . . . an
for-himself	ZICH	ſich
with it ('therewith')	dah-MITT	damit
and lights his pipe with it.	unt SHTECKT zich dah-mitt dih PFAIfe ann.	und ſteckt ſich damit die Pfeife an.

Unit 4, Record Side 3, beginning. (78 RPM)

Meyer

much	FIHLen	vielen
thanks	DANGK (dehr)	Dank (der)
Many thanks, Mr. Fischer.	fihlen DANGK, herr FISHer.	Vielen Dank, Herr Fiſcher.

Fischer

no (form 2 before dih*-words)*	KAIne	keine
cause	UHR-zakhe (dih)	Urſache (die)
Why you're welcome, don't mention it.	ahber BITTe shöhn, kaine UHR-zakhe.	Aber bitte ſchön, keine Urſache.

* * *

sticks in	SHTECKT . . . AIN	ſteckt . . . ein
back-again	VIHder	wieder
Mr. Fischer puts the matches back in [his pocket].	herr FISHer shteckt dih SHTRAICH-höltser vihder AIN.	Herr Fiſcher ſteckt die Streichhölzer wieder ein.
stand up	STEHen . . . AUF	ſtehen . . . auf
to go out ('out-to-go')	hinnAUS-tsuh-gehen	hinauszugehen
Then they both get up (in order) to go out.	dann shtehen zih BAIde AUF umm hinnAUS-tsuh-gehen.	Dann ſtehen ſie beide auf, um hinauszugehen.

Before you go through the *Basic Sentences* a second time, study the following:

2. Hints on Pronunciation

1. Nasalized vowels.

We often say that such and such a person 'talks through his nose', or that his speech is very 'nasal'. What we mean is that he uses a lot of nasalized vowels. As a matter of fact, nearly all of us nasalize vowels before *n* in such words as *coin, nine, honk*, only most of us don't do it very strongly. The Germans, however, don't do it at all. Notice how the following words sound when your Guide (or the speaker on the records) says them. Repeat right after him, and make sure that you don't 'talk through your nose' at all:

PRACTICE 1

Unit 4, Record Side 3, after 1st spiral. (78 RPM) **(33⅓ RPM) Record Side 4, after 1st spiral.**

FÜNF	fünf	*five*
NOIN	neun	*nine*
NAIN DANGke	nein danke	*no thank you*
main NAHme	mein Name	*my name*

If you are familiar with French, you know that it has nasalized vowels, and uses them a lot. German has borrowed quite a number of words from French, and of course some of these words have (in French, at least) nasalized vowels. The two examples we have had so far are the words *dass restohRA*^{NG} 'restaurant' and *dih pa*^{ng}*ZYOHN* 'boarding house'. The more highly educated Germans keep the French nasalized *a*^{ng} in these words; the less educated say simply *ang*, with a regular *a* and a regular *ng*. Notice how your Guide (or the speaker on the record) pronounces these words. Repeat each word after him, just as he says it, both times:

PRACTICE 2

Unit 4, Record Side 3, after 2nd spiral. (78 RPM)

dass restohRA^{NG} dass restohRANG	das Reſtaurant	*restaurant*
dih p**a^{ng}**ZYOHN dih p**ang**ZYOHN	die Penſion	*boarding house*

NOTE: The speaker on the records pronounces a^{ng} in all the above examples.

Though the nasalized a^{ng} is considerably more elegant than the regular *ang*, it is perfectly all right for you to copy either pronunciation. The best thing for you to do (as in all such matters) is to copy what your Guide (or the speaker on the record) says.

2. Initial consonant clusters.

A lot of German words begin with combinations of consonants that never occur at the beginning of English words. Some of these clusters are fairly easy for us to say, even though they are unfamiliar to us: *shn-*, as in *SHNELL* 'quick'; *shp-*, as in *dehr shpaTSIHR-gang* 'pleasure walk'; *shpr-*, as in *SHPRECHen* 'speak'; *sht-*, as in *dih SHTATT* 'city'; and *shtr-*, as in *dih SHTRAHsse* 'street'. There are three clusters, however that often cause us trouble: *gn-*, *pf-*, and *ts-* (including *tsv-*). About all that can be said about them is that the Germans actually do say a *g* and an *n*, a *p* and an *f*, and a *t* and an *s* right after each other, very quickly Listen to the way these clusters sound when your Guide (or the speaker on the record) says them, and repeat right after him:

PRACTICE 3

Unit 4, Record Side 3, after 3rd spiral. (78 RPM)

gnehdige FRAU	gnädige Frau	*Mrs. ____ ('gracious Mrs.')*
tsihGARRen, **ts**ihgahRETTen, und **PF**AIfen	Zigarren, Zigaretten, und Pfeifen	*cigars, cigarettes, and pipes*
TSEHN ohder **TS**VÖLF **PF**ENNich	zehn oder zwölf Pfennig	*ten or twelve pfennigs*

3. Check Yourself

Are you taking every opportunity to practice your German by talking with other members of the group or with German speaking people whom you may meet?

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study (Individual Study)

Work through the following as recommended in the previous units.

A. NOUN MODIFIERS

Sample words: **dehr** BAHN-hohf, **dass** hohTELL, **dih** BANGK

Form 1

DASS ist	**ain**	BAHN-hohf.	That's	a station.
	ain	hohTELL.		a hotel.
	ain*e*	BANGK.		a bank.

Form 2

ehr ZUHKHT	**ain***en*	BAHN-hohf.	He's looking for	a station.
	ain	hohTELL.		a hotel.
	ain*e*	BANGK.		a bank.

Form 3

ess ist NEHben	**ain***em*	BAHN-hohf.	It's beside	a station.
	ain*em*	hohTELL.		a hotel.
	ain*er*	BANGK.		a bank.

Summary of endings: before	*dehr*-words	*dass*-words	*dih*-words
1	—	—	-e
2	-en	—	-e
3	-em	-em	-er

Notice the endings that the word *AIN* has before the three kinds of nouns in the three different forms. The words *MAIN* 'my', *ZAIN* 'his', and ***KAIN*** 'no, not a, not any' behave in exactly the same way. (Note especially that *KAIN* is the negative of *AIN*: ***ich HAIbe aine PFAIfe*** 'I have a pipe, I've got a pipe'; ***ich HAIbe kaine PFAIfe*** 'I don't have a pipe, I haven't a(ny) pipe, I haven't got a(ny) pipe'.) Because they have the same endings as *AIN*, these words and a few others are often grouped together under the name of '*ain*-words'.

B. ACCENTED ADVERBS

When a word like *in* is used before a noun or a pronoun (*IN the bank, IN me*), it is called a preposition; when it goes with a verb (*put it IN*), it is called an ACCENTED ADVERB.

ehr **SHTECKT** zih **AIN.**	He puts them in [his pocket].
ehr MUSS zih **AIN-shtecken.**	He has to put them in [his pocket].
ehr **SHTECKT** zich dih PFAIfe **ANN.**	He lights his pipe.
. . . umm zich dih PFAIfe **ANN**-tsuh-**shtecken.**	. . . in order to light his pipe.
zih **SHTEHen** BAIde **AUF.**	They both get up.
zih VOLLen BAIde **AUF-shtehen.**	They both want to get up.
ehr **SHTELLT** zich ihm **FOHR.**	He introduces himself to him.
DARF ich ihnen maine FRAU **FOHR-shtellen?**	May I introduce my wife to you?

ehr **BIHtet** ihm aine tsihGARRe **ANN.**	He offers him a cigar.
. . . umm ihm aine tsihGARRe **ANN**-tsuh-**bihten.**	. . . in-order to offer him a cigar.

Note that ordinarily an accented adverb stands at the end. However, when the verb it goes with is used as an infinitive, the accented adverb comes in front of the infinitive, or in front of TSUH (if this is used) plus the infinitive. This is as if we said in English: *he PUTS it IN, he MUST it IN-put, in-order it IN-to-put.*

When a verb is used with a simple accented adverb, the combination always has a special meaning. For example, *SHTECKen* means 'to put into an enclosed place (a box, a drawer, etc.)', and *AIN* is the accented adverb form of the preposition *INN;* but when you put the two together, the combination has the special meaning 'to put into one's pocket, to pocket'. And when *SHTECKen* is used with the accented adverb *ANN*, the meaning is 'to set fire to, to light'. Similarly, *SHTELLen* means 'to place', and the preposition *FOHR* means 'in front of', but *SHTELLen* plus the accented adverb *FOHR* has the special meaning 'to introduce (a person to someone)'. Hence the meanings of such combinations must be learned as a whole. This is like English, where even if we knew the usual meanings of *get* ('to obtain, to become') and *up*, we would have to learn the combination *get up* as a whole.

The words *HINN* and *HEHR* are also accented adverbs. They are often combined with other accented adverbs:

hinnAIN 'in towards there'	herrAIN 'in towards here'
hinnAUS 'out towards there'	herrAUS 'out towards here'

(Notice how *HEHR* is shortened to *herr-*.) These combined accented adverbs always have the meaning you would expect of them:

zih **GEHen** BAIde inss kaFEH **(hinnAIN).**	They both go into the café.
zih **GEHen** BAIde **hinnAIN.**	They both go in.
zih **KOMMen** BAIde aus dehm kaFEH **(herrAUS).**	They both come out of the café.
zih **KOMMen** BAIde **herrAUS.**	They both come out.

zih **KOMMEN** BAIde inss kaFEH **(herrAIN).**	They both come into the café.
zih VOLLen BAIde **herrAIN-kommen.**	They both want to come in.
zih **GEHen** BAIde aus dehm kaFEH **(hinnAUS).**	They both go out of the café.
. . . umm **hinnAUS**-tsuh-**gehen.**	. . . in order to go out.

Notice that if the idea of 'in' or 'out' has already been expressed by a preposition, the combined accented adverb is sometimes used and sometimes not.

C. PRONOUNS

Form 2

ich SHTELLe mich ihm FOHR.	I introduce myself to him.
ehr (zih) SHTELLT **zich** ihm FOHR.	He (She) introduces himself (herself) to him.
vihr SHTELLen unss ihm FOHR	We introduce ourselves to him.
zih SHTELLen **zich** ihm FOHR.	You introduce yourself to him. They introduce themselves to him.

Form 3

ich SHTECKe mihr dih tsihgahRETTe ANN.	I light my cigarette.
ehr (zih) SHTECKT **zich** dih tsihgahRETTe ANN.	He (She) lights his (her) cigarette.
vihr SHTECKen unss dih tsihgahRETTen ANN.	We light our cigarettes.
zih SHTECKen **zich** dih tsihgahRETTe(n) ANN.	You light your cigarette. They light their cigarettes.

Notice the special pronoun *ZICH* 'himself, herself, yourself, themselves', which refers back to the subject of the sentence. If we used the usual pronouns, we would get such things as the following: *ehr SHTELLT ihn ihm FOHR* 'he (A) introduces him (B) to him'; *ehr SHTECKT ihm dih tshigahRETTe ANN* 'he (A) lights his (B's) cigarette'; etc.

D. TO *SIT* AND TO *SIT DOWN*

ehr ZITST ann ainem TISH.	He's sitting at a table.
ehr ZETST zich HINN.	He sits down.
ehr ZETST zich ann ainen TISH.	He sits down at a table.

The word *ZITsen* means to 'sit' in the sense of to 'be sitting'. The word *ZETsen* really means to 'set'. Consequently, the German phrase *ich ZETse mich* 'I sit down' means literally 'I set myself'. Usually you also add on something that shows to what place you are setting yourself: either the accented adverb *HINN* 'to there', or some such phrase as *ann ainen TISH* 'up-to a table'.

E. NEW IRREGULAR VERBS

'take'	*'have'*
NEHmen	HAHben
NEHme	HAHbe
NIMMT	HATT

The verb *NEHmen, ehr NIMMT* is the same type as English *say, he says* (= *sezz*); *HAHben, ehr HATT* is comparable to English *have, he has* (not *he haves*).

All but two of the verbs we have had so far are in what is called the PRESENT TENSE. The two exceptions are *KÖNNten* (in this unit) and *MÖCHten* (in Unit 1):

'could, would be able to'	*'would like to'*
KÖNNten	MÖCHten
KÖNNte	MÖCHte
KÖNNte	MÖCHte

These two verbs are in what we may call the UNREAL. *KÖNNten* is the unreal of *KÖNNen* 'can, be able to' (compare English *could*, which is the unreal of *can*); *MÖCHten* is the unreal of a verb *MÖHgen* 'like (to)'.

2. Covering English and German of Word Study (Individual Study)

Review this *Word Study* by reading aloud all of the German expressions. Then cover the English and make sure that you know the meaning of every item. Finally, cover the German and see if you can say each German expression when you are looking only at the English.

3. Review of Basic Sentences

With Guide or records, review the first half of the *Basic Sentences* for better pronunciation, meaning and examples of points in the *Word Study*.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Go back to the *Basic Sentences* in Section A, and read them aloud covering up the English. Note any words or phrases you are not sure about, and, when you have finished reading the *Basic Sentences*, uncover the English and look up the meaning of what you did not get. Keep this up until you know all the meanings completely.

3. What Would You Say? (Individual Study)

Read aloud each of the following and then pick out the expression you think most suitable:

1. *Mr. Schneider has invited you to lunch in a restaurant. He looks around for a place to sit, and then says to you:*
   - a. ich ESSe nicht GERN inn ainem restohRA^{NG}.
   - b. VOLLen vihr unss HIHR HINN-zetsen?
   - c. SHTEHen zih BITTe AUF.

2. *After you have sat down, he orders the meal from the waitress:*
   a. FROI-lain, BRINGen zih unss bitte FLAISH unt karTOFFeln.
   b. FROI-lain, vass MÖCHten zih gern ESSen?
   c. dass FROI-lain isst FLAISH und karTOFFeln.

3. *Then he turns to you and asks you your preference in drinks:*
   a. dass BIHR ist HIHR ZEHR GUT, ahber ich TRINGke LIHber VAIN.
   b. vass TRINGken zih LIHber, VAIN ohder BIHR?
   c. DARF ich ihnen FOIer ANN-bihten?

4. *You say you guess you'll just have some coffee:*
   a. ich GEHe zehr GERN inn ain kaFEH.
   b. YETST können vihr ALLe KAFFeh tringken.
   c. ich GLAUbe ich TRINGke nuhr ett-vass KAFFeh.

5. *After the meal he offers you a smoke:*
   a. RAUkhen zih gern tsihGARRen?
   b. DARF ich ihnen aine tsihgahRETTe ANN-bihten?
   c. HAHben zih fihLAICHT aine tsihgahRETTe BAI zich?

6. *You say thanks just the same, but you'd rather smoke a cigar:*
   a. zehr GERne; ich RAUkhe tsihgahRETTen zehr GERN.
   b. DANGke zehr, ich BRAUkhe kaine tsihGARRen.
   c. FIHlen DANGK, ahber ich RAUkhe LIHber aine tsihGARRe.

7. *Then you discover that you don't have any matches:*
   a. AKH, ich GLAUbe ich HAHbe kaine SHTRAICH-höltser BAI mihr.
   b. SHTECKen zih dih SHTRAICH-höltser bitte AIN.
   c. DARF ich ihnen FOIer ANN-bihten?

8. *So you ask him for a light:*
   a. BRAUkhen zih AUKH FOIer?
   b. VIH-FIHle SHTRAICH-höltser HAHben zih BAI zich?
   c. KÖNNten zih mihr bitte FOIer gehben?

9. *He gives you a light, and then asks your favorite smoke:*
   a. vass HAHben zih inn dehr TASHe, tsihGARRen, tsihgahRETTen, ohder aine PFAIfe?
   b. vass RAUkhen zih amm LIHPsten, tsihGARRen, tsihgahRETTen, ohder PFAIfe?
   c. HAHben zih fihLAICHT ett-vass TAHback inn dehr TASHe?

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10. *You say you really like a pipe the best:*

a. ich VAISS nicht voh maine PFAIfe ist.

b. AIgent-lich RAUkhe ich amm LIHPsten PFAIfe.

c. ich RAUkhe nicht gern PFAIfe.

11. *You then explain why you're not smoking a pipe now:*

a. ahber ich HAHbe YETST LAIder kainen TAHback BAI mihr.

b. mann DARF inn ahMEHrihkah kaine PFAIfe raukhen.

c. ich MÖCHte yetst amm LIHPsten aine PFAIfe raukhen.

12. *As you go out of the restaurant, you thank Mr. Schneider, and he replies:*

a. VOH-MITT KANN ich mihr dih PFAIfe ANN-shtecken?

b. SHTECKen zih dih tsihgahRETTen AIN.

c. ahber BITTe zehr, KAIne UHR-zakhe.

SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in German for the last exercise in the preceding section, when the Leader calls for them. Do it without reading from the book, if possible. Other members of the group will criticize your choice if they disagree with it. Then give the English equivalents of all the expressions in the exercise.

2. Word Study Check-Up

Give the correct German for each English expression in the *Word Study*, without having to read it from the book. If you cannot do this easily, it means you need to put in more work on the *Word Study*. The Group Leader will give the English and call on different members of the group for the German.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the German immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows.

Go through the conversations again with books open, following the same plan as before, imitating carefully and keeping in mind the meaning of everything you say. Finally, take parts and carry on the conversation.

1. Mr. Schneider asks Meyer about his living quarters, and then offers to take him sightseeing.

Unit 4, Record Side 3, after 4th spiral. (78 RPM)

(33⅓ RPM) Record Side 4, after 2nd spiral.

SHNAIder:	voh VOHnen zih yetst?	Wo wohnen Sie jetzt?
	imm paLAST hohtell, nicht VAHR?	Im Palaſt Hotel, nicht wahr?
MAIer:	NAIN, ich vohne YETST inn ainer pa^{ng}ZYOHN.	Nein, ich wohne jetzt in einer Penſion.
SHNAIder:	VOH? HIHR inn dehr SHTATT?	Wo? Hier in der Stadt?
MAIer:	YAH, inn dehr KÖHnich-shtrahsse.	Ja, in der Königſtraße.
SHNAIder:	ich vohne AUKH fihl lihber inn ainer pa^{ng}ZYOHN alss inn ainem hohTELL.	Ich wohne auch viel lieber in einer Penſion als in einem Hotel.
MAIer:	YAH, ess kostet TSUH FIHL inn ainem hohTELL tsuh vohnen.	Ja, es koſtet zu viel, in einem Hotel zu wohnen.
SHNAIder:	voh gehen zih yetst HINN?	Wo gehen Sie jetzt hin?
MAIer:	ich muss EHRST tsurr BANGK gehen,	Ich muß erſt zur Bank gehen,
	ahber DANN VAISS ich nicht vass ich MAKHe.	aber dann weiß ich nicht, was ich mache.
SHNAIder:	möchten zih gern mitt mihr ainen shpaTSIHR-gang makhen?	Möchten Sie gern mit mir einen Spaziergang machen?
	vihr können inn ain muhZEHum gehen, ohder möchten zih lihber dehn DOHM zehen?	Wir können in ein Muſeum gehen, oder möchten Sie lieber den Dom ſehen?

MAIer:	ich möchte lihber inn ein muhZEHum gehen.	Ich möchte lieber in ein Muſeum gehen.
	ich KENNe dehn DOHM shohn.	Ich kenne den Dom ſchon.

2. *After they've been in the museum for a while, Meyer takes a cigarette out of his pocket.*

Unit 4, Record Side 4, beginning. (78 RPM)

SHNAIder:	vass MAKHen zih denn?	Was machen Sie denn?
	vollen zih yetst RAUKHen?	Wollen Sie jetzt rauchen?
MAIer:	YAH. hahben zih fihlaicht FOIer?	Ja. Haben Sie vielleicht Feuer?
SHNAIder:	shtecken zih dih tsighahrette SHNELL VIHder AIN!	Stecken Sie die Zigarette ſchnell wieder ein!
	HIHR imm muhZEHum dürfen zih dokh nicht RAUkhen!	Hier im Muſeum dürfen Sie doch nicht rauchen!
MAIer:	akh ZOH, nahTÜHR-lich nicht.	Ach ſo, natürlich nicht.
	fer-TSAIung.	Verzeihung.
SHNAIder:	vihr vollen yetst hinnAUS-gehen,	Wir wollen jetzt hinausgehen,
	unt DANN können zih raukhen.	und dann können Sie rauchen.
MAIer:	darf ich ihnen aine *CAMel* ANN-bihten?	Darf ich Ihnen eine Camel anbieten?
SHNAIder:	aine *CAMel!*	Eine Camel!
	hahben ZIH aine *CAMel?*	Haben Sie eine Camel?
MAIer:	YAH. raukhen zih zih GERN?	Ja. Rauchen Sie ſie gern?

SHNAIder:	AKH, ich raukhe zih ZEHR gern.	Ach, ich rauche ſie ſehr gern.
	zih kosten ZEHR FIHL hihr inn doitsh-lant.	Sie koſten ſehr viel hier in Deutſchland.

Unit 4, Record Side 4, after 1st spiral. (78 RPM)

3. After some more sightseeing, the heat begins to get Meyer.

MAIer:	ich hahbe yetst ainen FURCHT-bahren DURST.	Ich habe jetzt einen furchtbaren Durſt.
SHNAIder:	ICH AUKH.	Ich auch.
	VOLLen vihr nicht tsuh-zammen ain glahs BIHR tringken?	Wollen wir nicht zuſammen ein Glas Bier trinken?
MAIer:	AIN glahs bihr?	Ein Glas Bier?
	ich könnte yetst TSEHN glahs bihr tringken!	Ich könnte jetzt zehn Glas Bier trinken.
SHNAIder:	VOH vollen vihr denn HINN-gehen?	Wo wollen wir denn hingehen?
MAIer:	DRÜHben imm PARK ist ain ZEHR guhtes kaFEH.	Drüben im Park iſt ein ſehr gutes Café.
SHNAIder:	möchten zih nicht lihber inn ain restohRA^{NG} gehen?	Möchten Sie nicht lieber in ein Reſtaurant gehen?
	dass restohRA^{NG} nehben dehm hoh-TELL zoll ZEHR GUHT zain.	Das Reſtaurant neben dem Hotel ſoll ſehr gut ſein.
	vollen vihr dah-HINN gehen?	Wollen wir dahin gehen?
MAIer:	YAH, GERne.	Ja, gerne.
	dann KÖNNen vihr aukh ett-vass FLAISH mitt karTOFFeln essen.	Dann können wir auch etwas Fleiſch mit Kartoffeln eſſen.

Unit 4, Record Side 4, after 2nd spiral. (78 RPM)

4. *Meyer and Schneider enter the café and take a table.*

SHNAIder:	FROI-lain!	Fräulein!
FROI-lain:	BITTe shöhn?	Bitte ſchön?
SHNAIder:	vihr MÖCHten ett-vass FLAISH mitt karTOFFeln hahben	Wir möchten etwas Fleiſch mit Kartoffeln haben.
FROI-lain:	ett-vass tsuh TRINGken?	Etwas zu trinken?
MAIer:	TSVAI BIHR, bitte.	Zwei Bier, bitte.

The waitress brings the beer:

MAIer:	dass BIHR ist VIRK-lich zehr GUHT.	Das Bier iſt wirklich ſehr gut.
SHNAIder:	können zih virk-lich TSEHN GLAHS dah-fonn tringken?	Können Sie wirklich zehn Glas davon trinken?
MAIer:	ahber nahTÜHR-lich!	Aber natürlich!

SECTION E—CONVERSATION

1. Covering the German of Basic Sentences (Individual Study)

Cover the German of the *Basic Sentences* and practice saying the German equivalents of the English expressions.

2. Vocabulary Check-Up

As in previous units, the Group Leader will call on various members of the group to give the German expressions which correspond to the English in the *Basic Sentences*.

3. Conversation

Work through the following outlined conversations, taking parts. Act them out in front of the group; keep this up until you can do them easily and smoothly. When the outlined conversations go well, then change the situations somewhat. You now have more material which you can work into additional conversations. Invent topics as you did for the previous units.

1. A meets B on the street. They say hello to each other, and then A invites B to come to a café with him. He says there's a good café on Kaiser St. They go into the café and A asks B what he'd like to drink. B says he'll take some coffee. A asks whether he wouldn't rather drink some wine or beer? B says he likes wine the best. Then A calls the waitress and gives her the order.

2. A and B ask one another where each is living. A is living in a boarding house, B in a hotel. Each tells the other what street it is on. A prefers a boarding house because it doesn't cost so much; B says yes, but he prefers eating in a hotel. Then each asks the other where he works. A works in a bank, B at the university.

3. Ask one of your group the following questions, and make him give the proper answers: Do you smoke? What? Cigars, cigarettes, pipe? What do you like best to smoke? Do you smoke Camels? Do you like to smoke them? Do you prefer Chesterfields? Or Luckies? What do you like best to smoke?

4. Have one member of the group take a cigarette out of his pocket and light it. At the same time, let another member describe what the first is doing: He'd like to smoke. He takes the cigarettes out of his pocket. He takes out a cigarette. He takes a box of matches out of his pocket. He takes a match out of the box. He lights the cigarette with the match. He puts the matches back into his pocket. Now he puts the cigarettes back in his pocket. The Guide or the Group Leader can help the person who is talking by saying: *vass MAKHT ehr YETST? vass NIMMT ehr aus dehr SHAKHtel? vass MAKHT ehr mitt dehm SHTRAICH-holts?* etc.

SECTION F—CONVERSATION (*Cont.*)

1. Conversation (*Cont.*)

Continue the conversations started in Section E, with a review of parts 1 and 2 of the section if necessary.

FINDER LIST

AIgent-lich (eigentlich) 'as a matter of fact'

ALSS (als) 'than'

ARbaiten (arbeiten) 'work'

BAI (bei): plus form 3 'with, on'

BIHten (bieten): ich BIHte . . . ANN 'I offer'

BRAUkhen (brauchen) 'need'

dehr DANGK (Dank) 'thanks'; fihlen DANGK 'many thanks, thanks a lot'

DOKH (doch) 'oh yes' (after a negative statement or question); RAUkhen zih nicht?—DOKH 'don't you smoke?—oh yes (I do)'; hahben zih kainen TAHback?—DOKH 'haven't you got any tobacco?—oh yes (I have)'· contrast RAUkhen zih?—YAH; hahben zih ett-vass TAHback?—YAH

FIHL (viel) 'much'; fihlen DANGK 'many thanks, thanks a lot'

FISHer (Fiſcher) 'Fischer'

dass FOIer (Feuer) 'fire'; hahben zih FOIer? 'have you got a light?'

GERN *or* GERne (gern, gerne) 'gladly'; ich RAUkhe gern 'I like to smoke'; ich TRINGke gern BIHR 'I like (to drink) beer'

dass GLAHS (Glas) 'glass'

HAHben (ehr HATT) (haben, hat) 'have'

HEHR (her): herrAIN 'in (towards here)'; herrAUS 'out (towards here)'

HINN (hin): hinnAIN 'in (towards there)'; hinnAUS 'out (towards there)'

KÖNNten (ich KÖNNte)(könnten, könnte) 'could, would be able to' (unreal of KÖNNen 'can, be able to')

LIHber (lieber) 'more gladly, rather'; ich tringke BIHR lihber alss VAIN 'I like (to drink) beer better than wine'; ich möchte lihber inn ain muhZEHum gehen 'I'd rather go to a museum'

LIHPsten (liebſten): amm LIHPsten 'the most gladly'; ich raukhe PFAIfe amm LIHPsten 'I like (to smoke) a pipe the best'; ich möchte amm LIHPsten inn ain muhZEHum gehen 'I'd like best to go to a museum'

MÖCHten (ich MÖCHte) (möchten, möchte) 'would like to' (unreal of MÖHgen 'like to')

NAHmenss (namens) 'by the name of, named'

NEHmen (ehr NIMMT) (nehmen, nimmt) 'take'

dih pa^{ns}ZYOHN (Penſion) 'boarding house'

dih PFAIfe (Pfeife) 'pipe'; ehr raukht PFAIfe 'he smokes a pipe, he's a pipe-smoker'; ehr raukht aine PFAIfe 'he's smoking a pipe'

RAUkhen (rauchen) 'smoke'

dih SHAKHtel (Schachtel) '(small) box'

SHTECKen (ſtecken) 'stick, put (into something)'; ich SHTECKe . . . AIN 'I put in (my pocket)'; ich SHTECKe . . . ANN 'I light, set fire to'

SHTEHen (ſtehen) 'stand'; ich SHTEHe . . . AUF 'I get up'

SHTELLen (ſtellen) 'place'; ich SHTELLe . . . FOHR 'I introduce'

dass SHTRAICH-holts (Streichholz) 'match'

dehr TAHback (Tabak) 'tobacco'

dih TASHe (Taſche) 'pocket'

dehr TISH (Tiſch) 'table'

TRINGken (trinken) 'drink'

dih tsihgahRETTe (Zigarette) 'cigarette'

dih tsihGARRe (Zigarre) 'cigar'

dih UHR-zakhe (Urſache) 'cause'; kaine UHR-zakhe 'not at all, don't mention it'

VIH (wie): ZOH . . . VIH 'as . . . as, so . . . as'

VIHder (wieder) 'back again'

VIRK-lich (wirklich) 'real(ly)'

ZAIN (ſein): before *dehr*- and *dass*-words ZAIN, before *dih*-words and plurals ZAIne 'his'

ZETsen (ſetzen) 'set'; ich zetse mich HINN 'I sit down'; ich zetse mich ann dehn TISH 'I sit down at the table'

ZICH (ſich): pronoun, forms 2 and 3, referring back to subject of sentence 'himself, herself, itself, yourself, yourselves, themselves'

ZITsen (ſitzen) 'sit'

ZOH (ſo): ZOH . . . VIH 'as . . . as, so . . . as'

UNIT 5

PENCIL AND PAPER

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then *Hints on Pronunciation*, and then go twice more through the *Basic Sentences* individually.

1. Basic Sentences

Unit 5, Record Side 1, beginning. (78 RPM)

(33⅓ RPM) Record Side 5, beginning.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
letter	BRIHF (dehr)	Brief (der)
to	ANN	an
write	SHRAIben	ſchreiben
Mr. Schulze wants to write a letter to his parents.	herr SHULtse vill ainen BRIHF ann zaine ELtern shraiben.	Herr Schulze will einen Brief an ſeine Eltern ſchreiben.
room	TSIMMer (dass)	Zimmer (das)
He comes into Mr. Mueller's room.	ehr kommt in herrn MÜLLerss TSIMMer.	Er kommt in Herrn Müllers Zimmer.
asks	BITTet	bittet
for (plus form 2)	UMM	um
piece	SHTÜCK (dass)	Stück (das)
paper	paPIHR (dass)	Papier (das)
and asks him for a piece [of] paper.	unt BITTet ihn umm ain SHTÜCK paPIHR.	und bittet ihn um ein Stück Papier.

	Schulze	
Could you please give me a piece [of] paper?	könnten ZIH mihr bitte ain shtück paPIHR gehben?	Könnten Sie mir bitte ein Stück Papier geben?
you-see	NEHM-lich	nämlich
towards	NAHKH	nach
house	HAUze (dass HAUS)	Hauſe (das Haus)
You see, I have to write a letter home,	ich MUSS nehm-lich ainen BRIHF nahkh HAUze shraiben,	Ich muß nämlich einen Brief nach Hauſe ſchreiben,
letter-paper	BRIHF-papihr (dass)	Briefpapier (das)
and I haven't got any letter paper.	unt ich hahbe kain BRIHF-papihr.	und ich habe kein Briefpapier.
	Müller	
none (referring to a dass-*word)*	KAINSS	keins
I'm sorry, I haven't got any either.	ich hahbe laider AUKH kainss.	Ich habe leider auch keins.
	Schulze	
belongs	ge-HÖHRT	gehört
Well whose letter paper is that ('to-whom belongs that letter paper there')?	VEHM ge-höhrt denn dass brihf-papihr DAH?	Wem gehört denn das Briefpapier da?
yours (ref. to a dass-word)	IHRSS	Ihrs
Isn't that yours?	ist dass nicht IHRSS?	Iſt das nicht Ihrs?
	Müller	
this (form 1 before dass-*words)*	DIHzes	dieſes
brother	BRUHder (dehr)	Bruder (der)
No, this letter paper here belongs to my brother,	NAIN, dihzes brihf-papihr HIHR ge-höhrt mainem BRUHder,	Nein, dieſes Briefpapier hier gehört meinem Bruder,

his (*ref. to a* dass-*word*)	ZAINSS	ſeins
all-right (*'already'*)	SHOHN	ſchon
but I guess you can take his all right.	ahber ich GLAUbe zih können ZAINSS shohn nehmen.	aber ich glaube, Sie können ſeins ſchon nehmen.
	Schulze	
fountain pen	FÜLL-fehder-halter (dehr)	Füllfederhalter (der)
lend	LAIen	leihen

Unit 5, Record Side 2, beginning. (78 RPM)

Could you lend me a fountain pen too?	könnten zih mihr aukh ainen FÜLL-fehder-halter laien?	Könnten Sie mir auch einen Füllfederhalter leihen?
mine (*ref. to a* dehr-*word*)	MAIner	meiner
snafu	kaPUTT	kaputt
Mine's snafu, you see.	mainer ist nehm-lich kaPUTT.	Meiner iſt nämlich kaputt.
	Müller	
please	ge-FALLen	gefallen
these	DIHze	dieſe
Sure, how do you like ('how please you') these two fountain pens?	BITTe zehr, vih gefallen ihnen DIHze tsvai FÜLL-fehder-halter?	Bitte ſehr, wie gefallen Ihnen dieſe zwei Füllfederhalter?
this-one } (*ref. to a* dehr-*word*)	DIHzer	dieſer
that-one } (*ref. to a* dehr-*word*)	DEHR	der
sister	SHVESter (dih)	Schweſter (die)
This one's mine ('belongs to me'), and that one's my sister's ('belongs to my sister').	DIHzer ge-höhrt MIHR, unt DEHR ge-höhrt mainer SHVESter.	Dieſer gehört mir, und der gehört meiner Schweſter.

which-one (ref. to a dehr-*word)*	VELcher	welcher
pleases	ge-FELLT	gefällt
better	BESSer	beſſer
Which one do you like better?	velcher ge-fellt ihnen BESSer?	Welcher gefällt Ihnen beſſer?
	Schulze	
this-one (form 2, ref. to a dehr-*word)*	dihzen	dieſen
I guess I'll take this one.	ich GLAUbe ich nehme DIHzen.	Ich glaube, ich nehme dieſen.
looks	ZIHT . . . AUS	ſieht . . . aus
It looks better than that one there.	ehr ziht BESSer aus als DEHR dah.	Er ſieht beſſer aus als der da.
empty	LEHR	leer
Oh, it's empty.	AKH, ehr ist LEHR.	Ach, er iſt leer
fill	FÜLLen	füllen
I'll have to fill it.	ich muss ihn FÜLLen.	Ich muß ihn füllen.
ink	TINte (dih)	Tinte (die)
Could you give me some ink too?	könnten zih mihr aukh ett-vass TINte gehben?	Könnten Sie mir auch etwas Tinte geben?
	Müller	
For crying out loud!	tsumm DONNer-vetter!	Zum Donnerwetter!
at-all	GAHR	gar
nothing	NICHTS	nichts
Haven't you got anything at all?	hahben zih denn GAHR nichts?	Haben Sie denn gar nichts?
	Schulze	
without (plus form 2)	OHne	ohne
But I can't write a letter without any ink!	ahber ich kann dokh kainen brihf ohne TINte shraiben!	Aber ich kann doch keinen Brief ohne Tinte ſchreiben!

Unit 5, Record Side 3, beginning. (78 RPM)

	Müller	
pencil	BLAI-shtift (dehr)	Bleiſtift (der)
Then you'll have to write it in ('with') pencil.	dann müssen zih ihn mitt BLAI-shtift shraiben.	Dann müſſen Sie ihn mit Bleiſtif ſchreiben.
	Schulze	
either	AUKH	auch
But I haven't got any pencil either ('I have but also no pencil')!	ich hahbe ahber aukh kainen BLAI-shtift!	Ich habe aber auch keinen Bleiſtift!
at	TSUH	zu
house	HAUze (dass HAUS)	Hauſe (das Haus)
Is your sister at home?	ist ihre SHVESter tsuh hauze?	Iſt Ihre Schweſter zu Hauſe?
one	AInen	einen
Perhaps she has one.	fihlaicht hatt ZIH ainen.	Vielleicht hat ſie einen.
	Müller	
some	AInige	einige
her	IHrem	ihrem
Yes, I think she has some in her room.	YAH, ich GLAUbe zih hatt AInige inn ihrem TSIMMer.	Ja, ich glaube, ſie hat einige in ihrem Zimmer.
eraser	rahDIHR-gummih (dehr)	Radiergummi (der)
Maybe she'll give you an eraser, too.	fihlaicht gipt zih ihnen aukh ainen rahDIHR-gummih.	Vielleicht gibt ſie Ihnen auch einen Radiergummi.
bring back	BRINGen . . . tsuhRÜCK	bringen . . . zurück
our (before plurals)	UNzere	unſere
things	ZAKHen	Sachen
for God's sake	umm GOTTes VILLen	um Gottes willen

But for heaven's sakes, bring our things back again!	ahber BRINGen zih unzere ZAKHen umm GOTTes villen vihder tsuhRÜCK!	Aber bringen Sie unſere Sachen um Gottes willen wieder zurück!
	And what do you suppose he did then?	
whose	VESSen	weſſen
With whose pencil does Schulze write his letter?	mitt VESSen BLAI-shtift shraipt SHULtse zainen BRIHF?	Mit weſſen Bleiſtift ſchreibt Schulze ſeinen Brief?
He doesn't write it with a pencil at all ('with no pencil at all').	ehr shraipt ihn mitt GAHR kainem blai-shtift.	Er ſchreibt ihn mit gar keinem Bleiſtift.
to	TSUH	zu
He goes to Miss Mueller,	ehr GEHT tsuh froi-lain MÜLLer,	Er geht zu Fräulein Müller,
borrows ('lends himself')	LAIT zich	leiht ſich
typewriter	SHRAIP-mashihne (dih)	Schreibmaſchine (die)
borrows her typewriter,	LAIT zich ihre SHRAIP--mashihne,	leiht ſich ihre Schreibmaſchine,
types	TIPPT	tippt
nd types his letter.	unt TIPPT zainen BRIHF.	und tippt ſeinen Brief.

Before you go through the *Basic Sentences* a second time, study the following:

2. Hints on Pronunciation

1. Separation of Words.

In English we are used to running words together. For example, a phrase like *not at all* is usually pronounced *nota-tall.* In German this kind of running together is quite rare; you may hear it in such sentences as *DASS‿ist dehr BAHN-hohf* 'that's the station', or *ess ist DORT* 'it's there', especially if they are spoken fast. Usually, however, words are quite clearly separated. We sometimes do this in English when we are on our best behavior. Try saying the phrase *not at all* in a very formal way, making a clean-cut division between the three words. Can you hear the little catch that your voice makes before each *a?* Now listen to the way your Guide says the following German sentences If he says them fairly slowly, you will surely hea this same little catch in front of each word that begins with a vowel. Repeat right after him, imitating a closely as possible.

PRACTICE 1

Unit 5, Record Side 3, after 1st spiral. (78 RPM) **(33⅓ RPM) Record Side 5, after 1st spiral**

HIHR **i**st **i**hr BIHR.	Hier iſt Ihr Bier.	*Here is your beer.*
ehr **i**sst **e**tt-vass FLAISH.	Er ißt etwas Fleiſch.	*He's eating some meat.*
vehr **i**st AUKH **a**us ahMEHrihkah?	Wer iſt auch aus Amerika?	*Who else is from America?*
ehr **A**Rbaitet **a**nn **a**iner **A**Nderen **u**hnihverzihTEHT.	Er arbeitet an einer anderen Univerſität.	*He works at another university.*

Notice that you never get anything like *HIH-R-is-t-ihr BIHR*, etc. This clear separation of words is one of the things that gives German such a clipped, staccato sound.

2. Unaccented Vowels.

Another thing we are used to doing in English is to slide over the unaccented vowels. In the following column labeled *English Contrasts*, a number of English words are given in a very crude kind of simplified spelling. Read these words over as you naturally pronounce them, and notice how short all the unaccented vowels are. Notice also that all the *a*'s which we write in the regular spelling are really pronounced like unaccente *e* (as in *begin*).

Now turn to the column labeled *German Words* an listen to the way your Guide pronounces similar German words. If you are using the records, note th contrasting English words pronounced immediatel after the German. Notice how full the unaccente German vowels sound in comparison with ours. Th only ones that sound like ours are short *i* and short Repeat each word right after your Guide, and be sur you give each unaccented vowel its full quality. Tr especially not to make unaccented *a* and *ah* sound lik unaccented *e*.

PRACTICE 2

GERMAN WORDS					ENGLISH CONTRASTS	
Unit 5, Record Side 3, after 2nd spiral. (78 RPM)						
	kaPUTT		kaputt	'snafu'	(k**e**POWN	'Capone')
dass	paPIHR	das	Papier	'paper'	(p**e**PAIruss	'papyrus')
	ahMEHr**ihkah**		Amerika	'America'	(**e**MERR**i**ck**e**	'America')
dih	maSHIHne	die	Maſchine	'machine'	(m**e**SHIHN	'machine')
dehr	**poh**l**ih**TSIST	der	Poliziſt	'policeman'	(p**a**l**i**TISHen	'politician')
dih	ts**ih**g**ah**RETTe	die	Zigarette	'cigarette'	(s**i**gg**e**RETT	'cigarette')
dehr	**ah**m**eh**r**ih**KAHner	der	Amerikaner	'American (man)'	(**e**MERR**i**ck**e**n	'American')
dih	**uh**n**ih**verz**ih**TEHT	die	Univerſität	'university'	(yuhn**i**VRRs**i**ttih	'university')

Now go twice through the *Basic Sentences* individually, once with book open and once with book closed.

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study (Individual Study)

A. THE *AIN*-WORDS

Sample nouns: **dehr** BLAI-shtift, **dass** BRIHF-papihr, **dih** TINte

Form 1

VOHL ist	**ihr**	BLAI-shtift?	Where is	your their	pencil?
	ihr	BRIHF-papihr?			letter paper?
	ihr*e*	TINte?			ink?

Form 2

VEHR hatt	**ihr***en*	BLAI-shtift?	Who has	your their	pencil?
	ihr	BRIHF-papihr?			letter paper?
	ihr*e*	TINte?			ink?

Form 3

ehr SHRAIPT mitt	**unzer***em*	BLAI-shtift.	He's writing with	our	pencil.
	unzer*em*	BRIHF-papihr.		our	letter paper.
	unzer*er*	TINte.		our	ink.

Summary of endings: before	*dehr*-words	*dass*-words	*dih*-words
1	—	—	-e
2	-en	—	-e
3	-em	-em	-er

The POSSESSIVES *MAIN* 'my', *UNzer* 'our', *ZAIN* 'his', *IHR* 'her', and *IHR* 'your, their' take the same endings as *AIN* and *KAIN*. As the above table shows, there are three places where these so-called *ain*-words do not have any ending. Notice, however, the following:

dehr-words, Form 1

main FÜLL-fehder-halter ist kaPUTT.	**My** fountain pen is snafu.
MAIn*er* ist kaPUTT.	**Mi***ne* is snafu.

dass-words, Form 1

IST dass nicht **IHR** BRIHF-papihr?	Isn't that **your** letter paper?
IST dass nicht **IHR***SS*?	Isn't that **your***s*?

dass-words, Form 2

ICH hahbe AUKH **kain** BRIHF-papihr.	I haven't any letter paper either. ('I have also **no** letter paper.')
ICH hahbe AUKH **kain***ss*.	I haven't any either. ('I have also **no***ne*.')

As you can see, the *ain*-words have no ending in these three places when they are used with a noun; but when they are used alone, they have the endings shown above. (Notice how similar this is to English **my**—**mi*ne***, **your**—**your*s***, **no**—**no*ne***.)

We can now change our summary of endings to read as follows, and say that the endings in parentheses are added only when the *ain*-words are used alone:

Summary of endings: before	*dehr*-words	*dass*-words	*dih*-words
1	(-er)	(-ss)	-e
2	-en	(-ss)	-e
3	-em	-em	-er

B. THE *DIHzer*-WORDS

Sample nouns: **dehr** BLAI-shtift, **dass** BRIHF-papihr, **dih** TINte

Form 1

DIHz*er* BLAI-shtift	ge-höhrt MIHR.	This pencil	belongs to me.
DIHz*es* BRIHF-papihr		This letter paper	
DIHz*e* TINte		This ink	

Form 2

VELch*en* BLAI-shtift	zoll ich NEHmen?	Which pencil	shall I take?
VELch*es* BRIHF-papihr		Which letter paper	
VELch*e* TINte		Which ink	

Form 3

SHRAIben Sih mitt	**DIHz*em*** BLAI-shtift.	Write with	this pencil.
	DIHz*em* BRIHF-papihr.		this letter paper.
	DIHz*er* TINte.		this ink.

Summary of endings: before	*dehr*-words	*dass*-words	*dih*-words
1	-er	-es	-e
2	-en	-es	-e
3	-em	-em	-er

As you can see, the endings of the *dihzer*-words (*DIHZ*- and *VELCH*-) are almost identical with those of the *ain*-words. The main difference is that the *dihzer*-words ALWAYS have an ending in ALL places, whether they are used alone or not. In all the above sentences the following noun could be left out (the meanings would then be 'this one', 'which one?'), and the endings would stay just as they are.

C. THE PLURAL

Form 1

VIH zint **dih** karTOFFeln?	How are the potatoes?
vih ge-FALLen ihnen **DIHz**_e_ tsvai FÜLL-fehder-halter?	How do you like these two fountain pens?

Form 2

herr FISHer shteckt **dih** SHTRAICH-höltser vihder AIN.	Mr. Fisher puts the matches back in his pocket.
BRINGen zih **unzer**_e_ ZAKHen umm GOTTes VILLen VIHder tsuhRÜCK!	For heaven's sake bring our things back again!

Form 3

vass VOLLen zih mitt **dehn** tsihGARRen makhen?	What do you want to do with the cigars?
ehr GEHT mitt **zain**_en_ ELtern inss KIHnoh.	He goes to the movies with his parents.

In the singular we were able to distinguish three different kinds of German nouns, because the noun-modifiers that preceded them appeared in three different shapes: **dehr** (**main, dihz**_er_) *FÜLL-fehder-halter*, etc.; **dass** (**main, dihz**_es_) *SHTRAICH-holts*, etc.; and **dih** (**main**_e_, **dihz**_e_) *tsihGARRe*, etc. In the plural this is no longer true; noun-modifiers have the same shape before all kinds of nouns. In forms 1 and 2 they appear as

dih (**main***e*, **dihz***e*), and in form 3 as **dehn** (**main***en*, **dihz***en*). This means that if a noun has no singular, we cannot assign it to any one of the three types; it is simply a plural noun, and does not belong to either the *dehr-*, *dass-*, or *dih*-type. An example is the word *ELtern* 'parents' (there is no word for singular 'parent'). Such words are listed in the *Finder Lists* without any *dehr*, *dass*, or *dih* in front of them.

D. *THIS, THAT, THESE, THOSE*

vass IST **dihs? dihs** ist MILCH.	What is this? This is milk.
vass IST **dass? dass** ist FLAISH.	What is that? That is meat.
vass ZINT **dihs? dihs** zint karTOFFeln.	What are these? These are potatoes.
vass ZINT **dass? dass** zint tsihgahRETTen.	What are those? Those are cigarettes.

In the English sentences above, the words *this, that, these, those* are not noun-modifiers, but simply pointing words. In the corresponding German sentences, *dihs* and *dass* are also just pointing words, meaning something like 'this-thing', 'that-thing', 'these-things', 'those-things'.

Now watch what happens when the words *this, that, these, those* are noun-modifiers:

VELcher BLAI-shtift ge-FELLT ihnen BESSer, **DIHzer** HIHR ohder **DEHR** DAH?	Which pencil do you like ('pleases you') better, this (one) here or that (one) there?
DIHzes BRIHF-papihr ge-höhrt MIHR, unt **DIH** TINte ge-höhrt IHnen.	This letter paper belongs to me, and that ink belongs to you.
inn VELchem hohTELL VOHnen zih, inn **DIHzem** ohder inn **DEHM?**	Which hotel do you live in, in this (one) or in that (one)?
DIHze tsihgarren zint FIHL BESSer alss **DIH.**	These cigars are much better than those.

Notice that here the words for *this, that, these, those* are noun-modifiers because they are either followed by a noun (*this letter paper, that ink*, etc.), or else there is a noun understood after them (*this one, that one*, etc.). Notice also that German has no special word for the noun-modifier 'that'; it simply uses the regular word for 'the', but accents it (says it loud). Hence a sentence like *GEHben zih mihr dehn BLAI-shtift* means 'Give me the pencil', but *GEHben zih mihr DEHN blai-shtift* means 'Give me that pencil'.

E. THE OBJECTS OF VERBS

Object in form 2 (person or thing)

ich KENNe **ihn** nicht.	I don't know him.
fer-SHTEHen zih **mich?**	Do you understand **me?**
FRAHgen zih **dehn pohlihTSISten** voh ess IST.	Ask the policeman where **it is.**
ich kann **mainen BLAI-shtift** nicht FINden.	I can't find my pencil.

Most German verbs that take an object have it in form 2. Such an object may be either a person or a thing.

Object in form 3 (person)

DIHzer blai-shtift ge-FELLT **mihr** BESSer.	This pencil pleases me better, *i.e.*, I like this pencil better.
DIHzes brihf-papihr ge-HÖHRT **mainer SHVESter.**	This letter paper belongs to my sister, *i.e.*, This is my sister's letter paper.

A few German verbs take an object in form 3. Such an object is nearly always a person.

Two objects, one in form 2 (thing), one in form 3 (person)

ehr GIPT **mihr zainen BLAI-shtift.**	He gives me his pencil.
ehr LAIT **ihn mihr.**	He lends it to me.
ehr BIHtet **ihr aine tsihgahRETTe** ANN.	He offers her a cigarette.
DARF ich **ihnen maine FRAU** FOHR-shtellen?	May I introduce my wife to you?

A number of German verbs take two objects, one in form 2 (often called the DIRECT OBJECT), and one in form 3 (often called the INDIRECT OBJECT). The one in form 2 is usually a thing, the one in form 3 is usually a person.

F. NEW IRREGULAR VERB

zih **ge-FALLen** mihr BAIde.	I like them both ('they please me both').
ich **ge-FALLe** ihm nicht.	He doesn't like me ('I don't please him').
VELcher **ge-FELLT** ihnen amm BESten?	Which one do you like ('which one pleases you') the best?

We normally translate such sentences as these by saying: 'I like such-and-such', etc. Notice, however, that our translation is really hindside to; a literal translation would be: 'Such-and-such pleases me'.

2. Covering English and German of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering first the English, then the German, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

Section C—Review of Basic Sentences (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the German. Check up on anything you do not know, until you are sure of everything.

3. **What Would You Say?** (Individual Study)

1. *You ask a friend whether you can borrow his fountain pen:*
   a. KÖNNten zih mihr bitte ihren FÜLL-fehder-halter laien?
   b. MÖCHten zih gern ainen FÜLL-fehder-halter hahben?
   c. vehm ge-höhrt dihzer FÜLL-fehder-halter?

2. *You explain that you have to write a letter to your father:*
   a. DIHzer BRIHF ge-HÖHRT mainem FAHter.
   b. main FAHter muss ainen BRIHF nahkh HAUze shraiben.
   c. ich MUSS ainen BRIHF ann mainen FAHter shraiben.

3. *He says he's glad to give you his, but there isn't any ink in it:*
   a. NEHmen zih bitte DIHze tinte HIHR.
   b. MAInen gehbe ich ihnen GERN, ahber ehr ist LAIder LEHR.
   c. ich HAHbe kaine TINte, ahber ich LAIe ihnen GERN mainen BLAI-shtift.

4. *You wonder whether you could borrow some ink from his sister:*
   a. VELche TINte ge-fellt ihrer SHVESter amm BESten?
   b. KÖNNte ich mihr fihLAICHT ett-vass TINte fonn ihrer SHVESter laien?.
   c. ge-höhrt DIH tinte DAH ihrer SHVESter?

5. *He says he's sorry, but his sister isn't at home:*
   a. maine SHVESter ist LAIder NICHT tsuh HAUze.
   b. maine SHVESter KOMMT geRAHde nahkh HAUze.
   c. ich VAISS nicht voh maine SHVESter ist.

6. *And he doesn't know where her ink is:*
   a. ich VAISS nicht vehm dih TINte ge-HÖHRT.
   b. ehr VAISS gahr nicht voh maine TINte ist.
   c. ich VAISS nicht voh ihre TINte ist.

7. *He suggests that you type your letter on his typewriter:*
   a. können zih TIPPen, ohder VISSen zih nicht vass aine SHRAIP-mashihne ist?
   b. DIHze shraip-mashihne ziht FIHL BESSer AUS alss DIH DAH.
   c. vahrumm TIPPen zih dehn brihf nicht auf mainer SHRAIP-mashihne?

8. *You say you don't want to break his typewriter:*

a. ich VILL zih nicht kaPUTT makhen.

b. ihre SHRAIP-mashihne ist LAIder kaPUTT.

c. ich VAISS laider nicht voh dih SHRAIP-mashihne IST.

9. *So you go down town to buy a pen. You say to the salesgirl:*

a. ich MÖCHte gern ainen FÜLL-fehder-halter hahben.

b. ich MUSS dehn BRIHF mitt ainem FÜLL-fehder-halter shraiben.

c. GEHben zih mihr bitte ainen rahDIHR-gummih.

10. *She asks you which of two you'd like to see:*

a. HIHR zint tsvai FÜLL-fehder-halter; VELcher ge-höhrt IHnen?

b. VELchen möchten zih gern ZEHen, DIHzen HIHR ohder DEHN DAH?

c. VELcher füll-fehder-halter ziht amm BESten AUS?

11. *You ask to see the one over there:*

a. MAIner ist FIHL BESSer alss DEHR dah DRÜHben.

b. DARF ich bitte DEHN dah DRÜHben zehen?

c. VEHM ge-höhrt DEHR dah DRÜHben?

12. *You say you like this one better, and will take it:*

a. DIHzer HIHR ZIHT nicht zoh GUHT AUS vih DEHR DAH.

b. DEHR DAH KOStet tsuh fihl; ich nehme DIHzen.

c. ich GLAUbe ich nehme DIHzen; ehr ge-FELLT mihr BESSer alss DEHR DAH.

SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in German for each of the exercises in the preceding section, when the Leader calls for them. Then, as the Leader calls for them, give the English equivalents of all the expressions in the exercise.

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct German for each English expression, without having to read it from the book. The Leader or one of the members of the group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the German immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat each conversation, if necessary; then take parts and carry on the conversation.

1. *Mr. Meyer goes into a store to buy a fountain pen. The salesgirl says to him:*

Unit 5, Record Side 4, beginning. (78 RPM)		**(33⅓ RPM) Record Side 5, after 2nd spiral.**
FROI-lain:	vass MÖCHten zih, bitte?	Was möchten Sie, bitte?
MAIer:	ich möchte gerne ainen FÜLL-fehder-halter hahben, BITTe.	Ich möchte gerne einen Füllfederhalter haben, bitte.
FROI-lain:	BITTe shöhn, vih ge-FELLT ihnen DIHzer?	Bitte ſchön, wie gefällt Ihnen dieſer?
MAIer:	vass KOStet dehr?	Was koſtet der?
FROI-lain:	ehr kostet TSEHN MARK.	Er koſtet zehn Mark.
MAIer:	vih-fihl kostet DIHzer hihr?	Wieviel koſtet dieſer hier?
FROI-lain:	DEHR kostet nuhr FÜNF mark.	Der koſtet nur fünf Mark.
	DIHzer hihr ist ahber virk-lich FIHL BESSer alss DEHR dah.	Dieſer hier iſt aber wirklich viel beſſer als der da.

MAIer:	GUHT, ich NEHme dehn.	Gut, ich nehme den.
FROI-lain:	BRAUkhen zih aukh ainen BLAI-shtift?	Brauchen Sie auch einen Bleiſtiſt?
	ohder ett-vass TINte?	Oder etwas Tinte?
MAIer:	NAIN DANGke.	Nein danke.
FROI-lain:	fihlaicht ett-vass BRIHF-papihr?	Vielleicht etwas Briefpapier?
MAIer:	YAH, ich GLAUbe ich nehme aukh ett-vass BRIHF-papihr.	Ja, ich glaube, ich nehme auch etwas Briefpapier.
	ich hahbe KAINSS tsuh HAUze.	Ich habe keins zu Hauſe.
FROI-lain:	DIHzes hihr ist ZEHR GUHT.	Dieſes hier iſt ſehr gut.
MAIer:	vih-fihl KOStet dass?	Wieviel koſtet das?
FROI-lain:	AIne mark TSEHN.	Eine Mark zehn.
MAIer:	dass makht tsuh-zammen ELF mark TSEHN, nicht VAHR?	Das macht zuſammen elf Mark zehn, nicht wahr?
FROI-lain:	YAH BITTe.	Ja bitte.

Meyer gives her the money, and she says:

FROI-lain:	DANGke shöhn.	Danke ſchön.
MAIer:	auf VIHder-zehen.	Auf Wiederſehen.
FROI-lain:	auf VIHDer-zehen.	Auf Wiederſehen.

2. *Meyer and a friend, Koenig, are sorting over some things, trying to find out what belongs to whom.*

Unit 5, Record Side 4, after 1st spiral. (78 RPM)

MAIer:	vehm ge-HÖHren denn dihze zakhen?	Wem gehören denn dieſe Sachen?
	ge-höhren zih alle UNSS?	Gehören ſie alle uns?
KÖHnich:	NAIN, ich glaube AInige ge-höhren aukh SHNAIder.	Nein, ich glaube einige gehören auch Schneider.
MAIer:	VASS ge-höhrt denn shnaider?	Was gehört denn Schneider?
KÖHnich:	dihzer BLAI-shtift ge-höhrt ihm, nicht VAHR?	Dieſer Bleiſtift gehört ihm, nicht wahr?
	ist dass nicht ZAIner?	Iſt das nicht ſeiner?
MAIer:	NAIN, dass ist NICHT zainer.	Nein, das iſt nicht ſeiner.
	ehr ge-höhrt MIHR.	Er gehört mir.
KÖHnich:	dass kann dokh nicht IHrer zain!	Das kann doch nicht Ihrer ſein!
	zih hahben dokh ihren inn dehr TASHe!	Sie haben doch Ihren in der Taſche!
MAIer:	YAH, ahber MAIner ist kaPUTT.	Ja, aber meiner iſt kaputt.
	ich muss DIHzen nehmen.	Ich muß dieſen nehmen.
KÖHnich:	dann müssen zih shnaider dahrumm BITTen.	Dann müſſen Sie Schneider darum bitten.
MAIer:	GUHT, vihr vollen ihn SHNAIder gehben.	Gut, wir wollen ihn Schneider geben.
	vehm ge-höhrt dihzes BRIHF-papihr?	Wem gehört dieſes Briefpapier?
	ist ess IHRSS ohder MAINSS?	Iſt es Ihrs oder meins?

KÖHnich:	dass ge-höhrt IHnen.	Das gehört Ihnen.
	ahber vehm ge-höhren dihze tsvai FÜLL-fehder-halter?	Aber wem gehören dieſe zwei Füllfederhalter?
MAIer:	ich VAISS ess nicht.	Ich weiß es nicht.
	ICH nehme DIHzen,	Ich nehme dieſen,
	ZIH nehmen DEHN,	Sie nehmen den,
	unt vihr gehben SHNAIder dehn rahDIHR-gummih.	und wir geben Schneider den Radiergummi.

SECTION E—CONVERSATION

1. Covering the German in Basic Sentences (Individual Study)

Cover the German of the *Basic Sentences* and practice saying the German equivalents of the English expressions.

2. Vocabulary Check-Up

Give the German expressions for the English equivalents in the *Basic Sentences* as the Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. By now you have a fair amount of material that you can bring into your conversations. Invent new combinations of subject matter.

Work through these situations, saying in German whatever fits the situation, taking parts as you have done in previous units.

1. You go into a store to buy a fountain pen. You say hello to the salesgirl, and she asks you what you want. You tell her. She shows you a particular pen and asks you how you like it ('how pleases you this one?'). But you want another one, and you have an

awful time trying to make her understand just which one it is you want. Go through a lot of business about 'this one', 'that one', 'which one?', 'this one here', 'that one there'. Finally, haggle over the price: 'that one costs too much', 'this one doesn't look very good', etc.

2. Now let two other members go through the same procedure, only this time it is some letter paper that is being bought.

3. The third time it is a pipe that is being bought.

4. The fourth time it is a couple of fountain pens.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E with a review of parts 1 and 2 of the section if necessary.

FINDER LIST

	AInige (einige) 'some, several, a few'
	BESSer (beſſer) 'better'
	BITTen (bitten) 'ask (for something), request'; ich BITTe umm (plus form 2) 'I ask for'; contrast FRAHgen 'ask (somebody a question)'
dehr	BLAI-shtift (Bleiſtift) 'pencil'
dehr	BRIHF (Brief) 'letter'
dass	BRIHF-papihr (Briefpapier) 'letter paper'
	BRINGen (bringen) 'bring'
dehr	BRUHder (Bruder) 'brother'
	DIHZ- (dieſ-) 'this'
dass	DONNer-vetter (Donnerwetter) 'thunder-weather'; tsumm DONNer-vetter! 'for crying out loud!'
	FÜLLen (füllen) 'fill'
dehr	FÜLL-fehder-halter (Füllfederhalter) 'fountain pen'
	GAHR (gar) 'at all'; GAHR nicht 'not at all'; GAHR nichts 'nothing at all'; GAHR kain 'no . . . at all'
	ge-FALLen (ehr ge-FELLT) (gefallen, gefällt) 'please'; ess ge-FELLT mihr 'I like it'
	ge-HÖHren (gehören): plus form 3 'belong to'

dehr	GOTT (Gott) 'god'; umm GOTTes VILLen 'for heaven's sakes, for goodness' sakes' (not as strong as English 'for God's sake')
dass	HAUS (Haus) 'house'; nahkh HAUze '(to) home'; tsuh HAUze 'at home'
(1)	IHR (ihr) 'her'
(2)	IHR (Ihr, ihr) 'your, their'
	kaPUTT 'snafu'
	LAIen (leihen) 'lend'; ich LAIe mihr 'I borrow'
	LEHR (leer) 'empty'
	NAHKH (nach): plus form 3 'towards'; nahkh HAUze '(to) home'
	NEHM-lich (nämlich) 'you see'
	NICHTS (nichts) 'nothing'
	OHne (ohne): plus form 2 'without'
dass	paPIHR (Papier) 'paper'
dehr	rahDIHR-gummih (Radiergummi) '(rubber) eraser'
	SHRAIben (ſchreiben) 'write'
dih	SHRAIP-mashihne (Schreibmaſchine) 'typewriter'
dass	SHTÜCK (Stück) 'piece'
dih	SHVESter (Schweſter) 'sister'
dih	TINte (Tinte) 'ink'
	TIPPen (tippen) 'type'
dass	TSIMMer (Zimmer) 'room'
	tsuhRÜCK (zurück): accented adverb 'back'
	UMM (um): ich BITTe umm (plus form 2) 'I ask for'
	umm . . . VILLen (um . . . willen) 'for . . . 's sake'
	UNzer (unſer) 'our'
	VELCH- (welch-) 'which'
	VESSen (weſſen) 'whose'
	VILLen (willen): see umm . . . VILLen
dih	ZAKHe (Sache) 'thing'
	ZEHen (ſehen): ich ZEHe . . . AUS 'I look (good, bad, etc.)'

REVIEW

SECTION A—WHAT DO YOU KNOW IN GERMAN?

To the Group Leader: This unit is intended to furnish the group with a thorough review of all the work done to date: understanding of vocabulary, use of vocabulary, and grammar. Pronunciation should be the object of attention whenever the students are talking. Either the Guide or, if there is no Guide, the Leader and other students should correct faulty pronunciation.

Section A is a true-and-false quiz which is to be read to the group by the Guide or the phonograph records. Each student is to write the numbers from 1 to 80 on a sheet of paper. After hearing each statement in German, the students are to mark T opposite the number of that statement if they consider it a true statement, and F if they consider it false. If the students understand the German they will have no difficulty in deciding whether or not the statements are true or false.

Use the first item in the quiz as a practice item. When you are ready to start, announce "Statement 1," and give the signal to the Guide to begin, or put on the phonograph record. The Guide or record will then read the German statement: "TSVAI unt TSVAI ist FÜNF" and will repeat the statement once more. Explain to the group that, since the meaning of this statement is: "Two and two are five" they should write an F after the figure 1 on their papers. Then announce "Statement 2" and continue with the Guide or phonograph record. Each statement in German is to be presented twice. When working with a Guide, continue to call the number of each statement throughout the quiz so that the students will have no trouble keeping the proper place. Take the quiz with the rest of the group.

In the back of the Guide's manual you will find a list giving the correct answers (T or F) for the German items, together with the English translations. After the quiz is over, read to the group the correct answers, T or F for each item. The students are to check their papers. Find the average number of correct answers per student for your group and include your own answers. Any student who gets less than the average number of answers or less than 80% (whichever is higher) correct, needs more thorough study and review of the preceding units.

Use the rest of the period to repeat the German expressions for which students had the wrong answer and give the English equivalents of these statements if they wish to have them. Be sure that the students understand the meaning of all the items which they got wrong; those are the items on which their vocabulary is weak and needs further study.

This unit provides several tests which will help you to make sure that you have thoroughly covered the work of the first five *Learning Units* of the course. They will show you what you may need to restudy or review.

Section A is a true-false quiz. After you have marked the numbers 1 to 80 on a sheet of paper, your Leader will have the Guide read, or will play the phonograph records containing a number of statements in German. As you hear each sentence, decide whether the statement it makes is true or false. Decide whether the statement is *usually* true or *usually* false. Do not go into particular cases. If you think the statement is true, mark *T* opposite the number corresponding to the number of the sentences that has just been spoken. If you think it is false, mark *F* opposite the number. The first item will be a practice item and will show you just how you are to proceed with the rest of the sentences.

After you have done this work, the Leader will go through your answers with you as a group, and will tell you which statements are true and which are false. Score your paper, counting one for each correct answer. The Leader will figure out the average score for your group. If your score falls below the average of the group as a whole, you need more study and review of the previous units.

Use the rest of the period to go over the sentences again with your Guide or records. For each item on which you are wrong, be sure that you understand why you are wrong, and what the true meaning of the item is.

If you come out well on this quiz, that indicates that you have a pretty good understanding of practically all the work you have covered to date.

Section B—How Would You Say It?

(Individual Study)

Go through the following English sentences and prepare to say the equivalents for the English at your next group meeting. *Do not write anything down*, but say the German equivalents out loud and keep practicing them aloud until you have the German down so cold that when the English is fired at you point-blank you can fire the German right back without any hesitation.

I

1. Good morning, Mr. Schulze. How are you today?
2. I'm fine, thank you, and you?
3. I don't understand you.
4. Please speak slowly.

5. Excuse me, where is the railroad station, please?
6. Go first to the left and then to the right.
7. The hotel is straight ahead.
8. I'd like to have some cigarettes and some matches, please.
9. Would you like wine or beer?
10. How is the coffee? It isn't very good.

II

1. Where do you come from?
2. My name is Meyer; I'm an American.
3. He is very well.
4. How is your mother today?
5. May I present Mr. Koenig?
6. Unfortunately he can't speak any German.
7. You can speak German very well.
8. Where are you going?
9. We're going to the movies.
10. Do come along with us.

III

1. I'm going to the bank to change some money.
2. How do we get to the station, please?
3. I have to go to the station, first.
4. You can go either by bus or by trolley.
5. The trolley stop is over there at the corner.
6. Could you please give me a map of the city?
7. Let's take a walk through the city.
8. The cathedral is supposed to be very famous.
9. Excuse me, officer, could you please tell me where the museum is?
10. I'm awfully thirsty; let's go into a café.

IV

1. He introduces himself to Mr. Fischer.
2. May I offer you a cigarette?
3. Could you please give me a light?
4. Do you like to smoke?
5. I like (to smoke) cigars.
6. I prefer (to smoke) cigarettes.
7. He likes (to smoke) a pipe the best.
8. Many thanks.—Don't mention it.
9. He takes a box of matches out of his pocket.
10. He lights his cigarette with the match.

V

1. Could you please give me a piece of letter paper?
2. This ink belongs to my brother.
3. Could you lend me your fountain pen?
4. Which fountain pen do you like better?
5. I haven't got a pencil either.
6. My sister has some in her room.
7. He types his letter with a typewriter.
8. Please bring our things back again.
9. What does he ask him for?
10. He asks him for a piece of paper.

SECTION C—HOW DID YOU SAY IT?

To the Group Leader: Simply follow the directions given below.

This Section is a drill on the work you have done in Section B of this unit. Keep your book closed. The Leader will call on members of the group (but not in any fixed order) to speak the German equivalents of the English sentences given in Section B. The work must be kept moving rapidly, and interest should never lag. If the Guide is present he is to listen and correct your pronunciation and expressions.

This section is intended to give you a check on your ability to use the vocabulary you have learned.

SECTION D—HOW WOULD YOU SAY IT? (*Cont.*)

(Individual Study)

Go through these English sentences and prepare to say the equivalents for the English, just as you did in Section B of this unit. Do not write anything down, but have everything well fixed in your mind, and ready to speak in the next group meeting.

I

1. Where is the railroad station? It's to the right of the bank.
2. How is the milk? It's very good.
3. Is the hotel over there? No, it's straight ahead.
4. How many cigarettes would you like?
5. I'd like to have ten, please.
6. How much does the wine cost? It costs three marks ten.

7. Which pencil do you like the best, this one or that one?
8. I'd like to have that one, please.
9. Do you like to eat meat and potatoes?
10. What do you like best to drink: wine, beer, or coffee?

II

1. What's the name of that man over there?
2. Where do Mr. Meyer's parents come from?
3. How are your mother and your father?
4. They are very well, thanks.
5. Mr. Schulze speaks German very well.
6. They are both learning German here in Berlin.
7. Are you going with her to the movies?
8. Whom are you coming with, with us or with them?
9. Let's all go home together.
10. Whom do you know in Berlin?

III

1. What do you want to do, take a walk through the city?
2. Can we go into the park now, or do you have to go to the station first?
3. He wants to go to the bank and change some money.
4. What's the best way to get from here to the railroad station?
5. I have to go to the station.
6. Excuse me, could you please tell me where the bus stops?
7. He's taking ('going with') the trolley to Kaiser St.
8. What is there to see in Berlin?
9. Excuse me, officer, but could you please tell me where the cathedral is?
10. To the right of the university is a museum, and to the left of it is the park.

IV

1. I'm going into the café to drink a glass of wine.
2. Let's sit down at that table over there.
3. Do you like to live in a boarding house rather than in a hotel?
4. He takes his cigarettes out of his pocket and offers her one.
5. No thanks, really, I like to smoke cigarettes better.
6. Have you got a match with you?
7. My fountain pen must be snafu.
8. I think I have a box of matches in my pocket.
9. I have to light my pipe.
10. Please give Mr. Fischer some tobacco.

V

1. Whom are you writing the letter to?
2. Whom does this fountain pen belong to? Is it yours or mine?
3. That's not her ink, it's mine; hers is over there on the table.
4. Which pipe do you like better, this one or that one?
5. For crying out loud, my fountain pen is snafu; could you please give me yours?
6. What do you want to write the letter with, pencil or ink?
7. For goodness' sake bring my typewriter back again!
8. Are you looking for a fountain pen? Here's one.
9. He wants to borrow my eraser.
10. I haven't got any money at all; could you please lend me two marks?

SECTION E—HOW DID YOU SAY IT? (*Cont.*)

To the Group Leader: Simply follow the directions given below.

As in Section C, the Leader will go around the group and ask various members to supply (with books closed) the German equivalents for the sentences given in Section D. If the Guide is present, he will listen and correct pronunciation and expressions.

This section is intended to give you a check on your understanding of the way the language is built and functions.

SECTION F—CONVERSATION

The members of the group will carry on short conversations lasting not more than 1 to 2 minutes, in which the entire contents of the preceding units should be used. Everyone should have a chance to take part as many times as possible. The situations of the conversations should be varied and combined as much as possible. Each conversation should begin with greetings and inquiries after each other's health, and should end with formal leave-taking. Here are just a few out of many possibilities for conversations:

1. Meeting friends on street.

   (Include: questions about each other's health, health of parents, health of brother and sister, where they are living now.)

2. Meeting a stranger and introducing oneself.

   (Include: statement of names, questions and answers about where you come from, where you work, where you're living now, what you're doing.)

3. Introducing people.

   (Include: introducing a friend or relative to someone, questions as to where from, languages spoken, offer some kind of smoke, give a light, ask where going now.)

4. Meeting a friend.

   (Include: questions as to where friend is going, suggestion that you both go get a drink, discussion of where best to go, what each likes to drink, ordering of drinks.)

5. Asking directions for sightseeing trip.

   (Include: questions as to what there is to see, where it is, how best to get there, asking for map of city.)

6. In a restaurant.

   (Include: questions and answers about likes and dislikes, about German names of food and drink, ordering a meal, asking prices, discussion of prices, adding total, paying.)

7. Smoking.

   (Include: offering a smoke, offering a light, using matches, discussion of favorite kinds of smokes, favorite brands of cigarettes, cigars, and pipe tobacco.)

8. Buying things.

   (Include: purchase of some article or articles—pipe, cigarettes, pencil, pen, eraser, letter paper—, telling salesgirl just which one you want, asking prices, adding totals, paying.)

9. Borrowing things.

   (Include: asking for all the things needed to write a letter to someone, lender gradually getting annoyed because borrower doesn't have anything of his own.)

PART TWO UNIT 7

A PLACE TO LIVE

In this unit you will get your first *Hints on Spelling*. Notice that the *Conventional Spelling* is now given in the middle column and the *Aids to Listening* in the right hand column. From this unit on you will pay more attention to the ordinary German spelling.

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, concentrating on the *Aids to Listening*, as you have done before. Then go through the *Hints on Spelling and Pronunciation*. Go once through the *Basic Sentences* individually trying to follow the *Conventional Spelling* as much as possible. The last time through individually, you should be able to follow the *Conventional Spelling* without any trouble.

1. Basic Sentences

Mr. Meyer takes a room in a boarding house.

Unit 7, Record Side 1, beginning. (78 RPM)

(33⅓ RPM) Record Side 7, beginning.

ENGLISH EQUIVALENTS	CONVENTIONAL SPELLING	AIDS TO LISTENING
	Meyer	
rent (from a person)	mieten	MIHten
How do you do, I'd like to rent a room.	Guten Tag, ich möchte gern ein Zimmer mieten.	guhten TAHK, ich möchte gern ain TSIMMER mihten.
	Landlady	
rent (to a person)	vermieten	fer-MIHten
Certainly, I have three rooms for ('to') rent,	Bitte ſehr, ich habe drei Zimmer zu vermieten,	BITTe zehr, ich hahbe DRAI TSIMMER tsuh fer-mihten,

bath	**Bad (das)**	**BAHT (dass)**
below	unten	UNten
ground floor	Parterre (das)	parTERR (dass)
one with bath downstairs here on the first floor	eins mit Bad hier unten im Parterre	AINSS mitt BAHT hihr UNten imm parTERR
above	oben	OHben
first (with ending -en)	erſt(en)	EHRsten
story	Stock (der)	SHTOCK (dehr)
and two without bath upstairs on the second (German 'first') floor.	und zwei ohne Bad oben im erſten Stock.	unt TSVAI OHne baht OHben imm EHRsten SHTOCK.
	Meyer	
May I see one of the rooms on the second floor?	Darf ich eins der Zimmer im erſten Stock ſehen?	darf ich ainss dehr tsimmer imm EHRsten SHTOCK zehen?
	* * *	
up (towards there)	hinauf	hinnAUF
stairway	Treppe (die)	TREPPe (dih)
They go upstairs,	Sie gehen die Treppe hinauf,	zih GEHen dih TREPPe hinnAUF,
landlady	Wirtin (die)	VIRtinn (dih)
makes open	macht . . . auf	MAKHT . . . AUF
door	Tür (die)	TÜHR (dih)
the landlady opens a door,	die Wirtin macht eine Tür auf,	dih VIRtinn makht aine TÜHR auf,
shows	zeigt	TSAIKT
small (with ending -es)	klein(es)	KLAInes
sleeping-room	Schlafzimmer (das)	SHLAHF-tsimmer (dass)
windows	Fenſtern (das Fenſter)	FENstern (dass FENster)
and shows him a small bedroom with two windows.	und zeigt ihm ein kleines Schlafzimmer mit zwei Fenſtern.	unt TSAIKT ihm ain klaines SHLAHF-tsimmer mitt TSVAI FENstern.

between	**zwiſchen**	**TSVISHen**
Between the windows is ('stands') a desk ('writing-table').	Zwiſchen den Fenſtern ſteht ein Schreibtiſch.	TSVISHen dehn FENstern shteht ain SHRAIP-tish.
before	vor	FOHR
chair	Stuhl (der)	SHTUHL (dehr)
In front of the desk is a chair,	Vor dem Schreibtiſch ſteht ein Stuhl,	FOHR dehm SHRAIP-tish shteht ain SHTUHL,
under-it ('thereunder')	darunter	dahrUNter
wastebasket	Papierkorb (der)	paPIHR-korp (dehr)
and under it is a wastebasket.	und darunter ſteht ein Papierkorb.	unt dahrUNTer shteht ain paPIHR-korp.

Unit 7, Record Side 2, beginning. (78 RPM)

wall	Wand (die)	VANT (dih)
bed	Bett (das)	BETT (dass)
Along ('at') the wall is a bed,	An der Wand ſteht ein Bett,	ann dehr VANT shteht ain BETT,
over-it ('thereover')	darüber	dahrÜHber
hang	hängen	HENGen
pictures	Bilder (das Bild)	BILder (dass BILT)
and over it hang some pictures.	und darüber hängen einige Bilder.	unt dahrÜHber hengen ainige BILder.
floor	Fußboden (der)	FUHSS-bohden (dehr)
middle	Mitte (die)	MITTe (dih)
lies	liegt	LIHKT
big (with ending –er)	groß(er)	GROHsser
rug	Teppich (der)	TEPPich (dehr)
On the floor in the middle of the room is ('lies') a big rug.	Auf dem Fußboden in der Mitte des Zimmers liegt ein großer Teppich.	auf dehm FUHSS-bohden inn dehr mitte dess TSIMMerss lihkt ain GROHsser TEPPich.

Landlaay

dirty	ſchmutzig	SHMUTsich
Now it looks a little dirty, of course,	Jetzt ſieht es natürlich etwas ſchmutzig aus,	YETST ziht ess nahtühr-lich ett-vass SHMUTsich aus,
nicely	ſchön	SHÖHN
clean	ſauber	ZAUber
but I'll make it nice and clean for you ('in-regard-to-you nicely clean').	aber ich mache es Ihnen ſchön ſauber.	ahber ich makhe ess ihnen SHÖHN ZAUber.
(I) lay	lege	LEHge
a few	ein paar	ain PAHR
blankets	Wolldecken (die Wolldecke)	VOLL-decken (dih VOLL-decke)
I'll put ('lay') a few blankets on the bed,	Ich lege ein paar Wolldecken aufs Bett	ich LEHGge ain pahr VOLL-decken aufs BETT,
lamp	Lampe (die)	LAMpe (dih)
and put ('place') a lamp there in(to) the corner.	und ſtelle eine Lampe dort in die Ecke.	unt shtelle aine LAMpe dort inn dih ECKe.
bathroom	Badezimmer (das)	BAHde-tsimmer (dass)
next-door	nebenan	nehben-ANN
The bathroom is here next door.	Das Badezimmer iſt hier nebenan.	dass BAHde-tsimmer ist hihr nehben-ANN.

* * *

Unit 7, Record Side 3, beginning. (78 RPM)

looks at [it] for-himself	ſieht ſich . . . an	ZIHT zich . . . ANN
Meyer takes a look at the bathroom.	Meyer ſieht ſich das Badezimmer an.	MAIer ziht zich dass BAHde-tsimmer ANN.
down (towards there)	hinunter	hinnUNter
Then they go down (stairs) again,	Dann gehen ſie wieder hinunter,	dann gehen zih vihder hinnUNter,

dining *('eating')-**room***	Eßzimmer (das)	ESS-tsimmer (dass)
living-room	Wohnzimmer (das)	VOHN-tsimmer (dass)
and *the landlady shows him the* ***dining****-room and the living-room.*	und die Wirtin zeigt ihm das Eßzimmer und das Wohnzimmer.	unt dih VIRtinn tsaikt ihm dass ESS-tsimmer unt dass VOHN-tsimmer.
	Landlady	
evenings	abends	AHbents
inside	drinnen	DRINNen
Evenings *you can sit indoors here*	Abends können Sie hier drinnen ſitzen	AHbents können zih hihr DRINNen zitsen
outside	draußen	DRAUssen
garden	Garten (der)	GARten (dehr)
behind	hinter	HINter
house	Haus (das)	HAUS (dass)
or *else ('also') outdoors in the garden behind the house.*	oder auch draußen im Garten hinter dem Haus.	ohder aukh DRAUssen imm GARten hinter dehm HAUS.
	Meyer	
per month	pro Monat (der)	proh MOHnatt (dehr)
How much does it cost per month?	Wieviel koſtet es pro Monat?	VIH-FIHL KOStet ess proh MOHnatt?
	Landlady	
fifty	fünfzig	FÜNFtsich
breakfast	Frühſtück (das)	FRÜH-shtück (dass)
Fifty marks, with breakfast.	Fünfzig Mark mit Frühſtück.	FÜNFtsich MARK mitt FRÜH-shtück.
	Meyer	
I move in	ich ziehe . . . ein	ich TSIHe . . . AIN
tomorrow	morgen	MORgen
Fine, I'll move in ***tomorrow.***	Schön, ich ziehe morgen ein.	SHÖHN, ich tsihe MORgen AIN.

Before you go through the *Basic Sentences* a second time, read the following:

2. Hints on Pronunciation and Spelling

Up to now you have not been asked to pay any particular attention to the regular or conventional spelling. All you needed was something that would remind you as accurately as possible of the sounds you heard, and for that purpose the simplified spelling was better. Beginning with this unit, however, you should start learning the regular German spelling. To keep the two separate, where there might be confusion, we shall put the simplified spelling in square brackets, like this: ein Zimmer mit Bad [ain TSIMMer mitt BAHT]. Don't be in too much of a hurry to learn the conventional spelling. In this and the next four units you will still have the simplified spelling to help you out; after that you will get it only for new words.

The first time you go through the *Basic Sentences* in this and the next few units, keep your eyes on the simplified spelling, since it more nearly represents the sounds you hear. The second time through, try to follow the conventional spelling, unless it tends to throw you off on the pronunciation. By the third repetition you should be able to watch only the conventional spelling, and still pronounce the words as you have up to this point. The most important thing for you to remember is that YOU ALREADY KNOW HOW TO PRONOUNCE GERMAN. Don't let the different appearance of familiar words change your pronunciation the least bit.

In their printing, the Germans use two different sets of alphabets. In some publications, especially in scientific works, in the financial pages of newspapers, and on typewriters, they use a style of type called (die) Antiqua [anTIHkvah]. Since it is just like our ordinary roman type, you won't have any trouble reading it. In most publications, however, they use a style of type which resembles our Old English or Gothic; they call it (die) Fraktur [frakTUHR]. This is the kind of type that you have seen, alongside the simplified spelling, in the Basic Sentences, Hints on Pronunciation, and Listening In sections.

The Fraktur alphabet looks like this:

𝔄	(A)	𝔞	(a)	𝔈	(E)	𝔢	(e)	ℑ	(I)	𝔦	(i)
𝔅	(B)	𝔟	(b)	𝔉	(F)	𝔣	(f)	𝔍	(J)	𝔧	(j)
ℭ	(C)	𝔠	(c)	𝔊	(G)	𝔤	(g)	𝔎	(K)	𝔨	(k)
𝔇	(D)	𝔡	(d)	ℌ	(H)	𝔥	(h)	𝔏	(L)	𝔩	(l)

𝔐	(M)	𝔪	(m)	𝔖	(S)	ſ, 𝔰	(s)	𝔜	(Y)	𝔶	(y)
𝔑	(N)	𝔫	(n)	𝔗	(T)	𝔱	(t)	ℨ	(Z)	𝔷	(z)
𝔒	(O)	𝔬	(o)	𝔘	(U)	𝔲	(u)	𝔄̈	(Ä)	𝔞̈	(ä)
𝔓	(P)	𝔭	(p)	𝔙	(V)	𝔳	(v)	𝔒̈	(Ö)	𝔬̈	(ö)
𝔔	(Q)	𝔮	(q)	𝔚	(W)	𝔴	(w)	𝔘̈	(Ü)	𝔲̈	(ü)
ℜ	(R)	𝔯	(r)	𝔛	(X)	𝔵	(x)			ß	(special double ſſ)

Don't worry about the funny shapes of these letters, specially the minute difference between f (f) and ſ (s), r the fact that capital *I* and capital *J* are identical. The best way to get the hang of the alphabet is not o examine individual letters, but rather to watch the regular spelling as you hear your Guide say whole words and sentences, and as you pronounce them after him. To help you out, we shall give you some hints on spelling and pronunciation in the course of this and the next few units.

1. The sounds [z], [sh], and [ts].

The most exasperating thing (for us) about German pelling is the way it handles the letters *s* and *z*. n the first place, beside capital *S* (𝔖), *Fraktur* has wo kinds of small *s*'s, a straight one: ſ, and a round ne: 𝔰. The round 𝔰 is easy enough: it occurs only at he end of a word (or of part of a word), and is always ronounced [s]: das Haus [dass HAUS] 'the house'. The straight ſ is used in all other positions. Before onsonants it is also pronounced [s]: iſt [IST] 'is', but efore vowels it stands for the sound [z]: ſehen [ZEHen] see', der Kaiſer [KAIzer] 'Kaiser'. The combination ſch tands for the sound [sh]: ſchnell [SHNELL] 'fast', der Tiſch [TISH]; but ſ alone, at the beginning of a word (or of part of a word) before p or t also stands for the sound [sh]: ſprechen [SHPRECHen] 'speak', der Stock [SHTOCK] 'story (of a building)'.

The letter z is troublesome only because it has a value that we never give to it. IT ALWAYS STANDS FOR THE SOUNDS [ts]: zehn [TSEHN] 'ten', das Zimmer [TSIMMer] 'room', Schulze [SHULtse] 'Schulze'.

As you listen to your Guide say the following words, keep your eyes on the conventional spelling and try to get used to these new values for the letters ſ and z. Repeat right after your Guide, as usual.

PRACTICE 1

Unit 7, Record Side 3, after 1st spiral. (78 RPM) **(33⅓ RPM) Record Side 7, after 1st spiral.**

ſeine Sachen	ZAIne ZAKHen	*his things*
Schneiders Schweſter	SHNAIderss SHVESter	*Schneider's sister*
ein Spaziergang durch die Stadt	ain shpaTSIHR-gang durch dih SHTATT	*a walk through the city*
zwei Zigarren	TSVAI tsihGARRen	*two cigars*

Now do the same thing with the following sentences. Notice particularly the difference between zieht [TSIHT and ſieht [ZIHT].

PRACTICE 2

Unit 7, Record Side 3, after 2nd spiral. (78 RPM)

Sie zieht in ein ſauberes Zimmer ein.	zih TSIHT inn ain ZAUberes TSIMMer AIN.	*She moves into a clean room.*
Das Zimmer ſieht ſehr ſauber aus.	dass TSIMMer ziht ZEHR ZAUber AUS.	*The room looks very clean.*
Zwiſchen zwei Stühlen ſteht ein Schreibtiſch.	tsvishen tsvai SHTÜHlen shteht ain SHRAIP-tish.	*Between two chairs stands a desk.*

2. Voiced and voiceless sounds.

Turn back to the Hints on Pronunciation in Unit 2 and re-read the section on voiced and voiceless sounds. Since the sounds [z] and [s] (or [v] and [f]) differ only in that the former has voice, whereas the latter doesn't we may call them a VOICED-VOICELESS PAIR Other voiced-voiceless pairs are the sounds [b] and [p] [d] and [t], and [g] and [k]. Try them out. Now notic how these sounds alternate in the following words:

[z,	s]	[tsuh HAUze,	dass HAUS]	zu Hauſe,	das Haus
[b,	p]	[LIHber,	amm LIHPsten]	lieber,	am liebſten
		[SHRAIben,	dih SHRAIP-mashihne]	ſchreiben,	die Schreibmaſchine
[d,	t]	[BAHden,	dass BAHT]	baden,	das Bad
[g,	k]	[ZAHgen,	ehr ZAHKT]	ſagen,	er ſagt

Each of these words has a stem that ends in a voiced consonant: [HAUZ-, LIHB-, SHRAIB-, BAHD-, ZAHG-]. However, these voiced consonants are always unvoiced (that is, replaced by their voiceless counterparts) in the following positions: (1) at the end of a word: [dass HAUS, dass BAHT]; (2) at the end of part of a word: [dih SHRAIP-mashihne]; (3) before [t]: [ehr ZAHKT]; (4) before [s]: [amm LIHPsten].

Now notice how these words are written in the conventional spelling. As you can see, the symbol for the voiced sound is written in both columns (*s* is the regular symbol for the sound [z]). All we have to do is remember when these symbols are to be pronounced voiced, and when voiceless. This is actually a good deal more practical than what we do in our simplified spelling. When we see a form like [ehr ZAHKT], we can't tell whether the general form is going to be [ZAHgen] or [ZAHken]; the regular spelling er ſagt, on the other hand, shows quite clearly that the general form must be ſagen.

The only irregularity in this business of voiced and voiceless consonants is the following:

Unaccented [ig] unvoiced to [ich]

[ain SHMUTsiges TSIMMer,	SHMUTsich]	ein ſchmutziges Zimmer,	ſchmutzig
[gnehdige FRAU,	GNEHdich]	gnädige Frau,	gnädig

The [g] in unaccented [ig] is NOT unvoiced to [k], as we would expect, but to [ch]. This means that in the regular spelling, ig at the end of a word (or of part of a word, or before [t] or [s]) is always to be pronounced [ich]: der König [dehr KÖHnich] 'king'; er Pfennig [dehr PFENNich] 'pfennig'; etc.

(This is the standard treatment of [g]: it is unvoiced to [ch] in unaccented [ig], but otherwise to [k]. However, many north German speakers unvoice ALL [g]'s to [ch] (or [kh]), and many south German speakers unvoice ALL [g]'s to [k]. Hence we get the following:

Spelling	*Standard pronunciation*	*North German pronunciation*	*South German pronunciation*
liegt	[LIH**KT**]	[LIH**CH**T]	[LIHKT]
zeigt	[TSAI**KT**]	[TSAI**CH**T]	[TSAIKT]
ſagt	[ZAH**KT**]	[ZAH**KH**T]	[ZAHKT]
guten Tag	[guhten TAH**K**]	[guhten TAH**KH**]	[guhten TAHK]
ſchmutzig	[SHMUTs**ich**]	[SHMUTsich]	[SHMUTs**ik**]
gnädig	[GNEHd**ich**]	[GNEHdich]	[GNEHd**ik**]
König	[KÖHn**ich**]	[KÖHnich]	[KÖHn**ik**]
Pfennig	[PFENN**ich**]	[PFENNich]	[PFENN**ik**]

(As you can see, the standard pronunciation is half north German and half south German. The standard, north German, and south German pronunciations are all perfectly acceptable. The best thing for you to do, as in all such cases, is to copy what your Guid says. The speaker on the records follows the standar treatment.)

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study (Individual Study)

A. FORM 4

der-words	
in der Mitte **des** Tiſch**es**	in the middle of the table
die Frau mein**es** Bruder**s**	my brother's wife ('the wife of my brother')
der Name dieſ**es** Herrn	this gentleman's name ('the name of this gentleman')

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das-words	
in der Mitte **des** Zimmer**s**	in the middle of the room
im erſten Stock mein**es** Hauſ**es**	on the second floor of my house
an der Tür dieſ**es** Hotel**s**	at the door of this hotel
die-words	
auf der anderen Seite **der** Straße	on the other side of the street
der Name Ih**rer** Frau	your wife's name ('the name of your wife')
die Wirtin dieſ**er** Penſion	the landlady of this boarding house
plurals	
eins **der** Zimmer	one of the rooms
einige Ih**rer** Sachen	some of your things
eine dieſ**er** Zigarren	one of these cigars

You already know about forms 1, 2, and 3 of nouns and noun-modifiers. There is also a fourth (and final) form which has possessive meaning. It is much less common that the other three; we have had only two examples of it in our sentences (the first ones listed above under das-words and die-words). The word for 'the' appears in form 4 as des, des, der, plural der [dess, dess, dehr; dehr]· all other noun-modifiers have the endings -es, -es, -er, plural -er.

All die-words and all plurals remain unchanged in form 4. All das-words, however, and nearly all der-words, have an ending -s: des Bruders, des Zimmers, etc. After the sounds [s], [z], and [sh], this ending appears as -es: des Autobuſſes, des Hauſes, des Tiſches. In other one-syllable words either -s or -es is used: des Stocks or des Stockes.

The only der-words that do not add this ending in form 4 are the ones that simply keep the ending they already have in forms 2 and 3: der Herr, den, dem, des Herrn; der Poliziſt, den, dem, des Poliziſten.

B. THE PLURAL OF NOUNS

In English, if we know the singular of a noun, we can almost always tell how to form the plural; all we need to do is to add an *-s* or *-es: cigar—cigars; match—matches*. The only exceptions are a few words like *man—men; sheep—sheep; ox—oxen*. In German, unfortunately, there are half a dozen different ways of forming the plural from the singular:

	Singular	*Plural*	
no change	das Zimmer	— Zimmer	[dass TSIMMer — TSIMMer]
add -e	der Tiſch	— Tiſch**e**	[dehr TISH — TISH**e**]
add -er	das Bild	— Bild**er**	[dass BILT — BIL**der**]
add -n	die Sache	— Sache**n**	[dih ZAKHe — ZAKHe**n**]
add -en	die Tür	— Tür**en**	[die TÜHR — TÜHr**en**]
add -s	das Hotel	— Hotel**s**	[dass hohTELL — hohTELL**SS**]

Furthermore, the first three of these ways of forming the plural are often accompanied by a change in the vowel of the noun. This change is called UMLAUT (der Umlaut [UMM-laut] 'change of sound'). It is like the vowel change that we have in *man—men, goose—geese, mouse—mice,* but much more widespread:

Umlaut	*Singular*	*Plural*	
[a] to [e]	der Mann	— M**ä**nner	[dehr **MANN** — **MEN**Ner]
[ah] to [eh]	der Vater	— V**ä**ter	[dehr F**AH**ter — F**EH**ter]
[o] to [ö]	der Stock	— St**ö**cke	[dehr SHTOCK — SHTÖCKe]
[oh] to [öh]	der Bahnhof	— Bahnh**ö**fe	[dehr BAHN-h**oh**f — BAHN-h**öh**fe]
[u] to [ü]	die Mutter	— M**ü**tter	[dih MUTTer — MÜTTer]
[uh] to [üh]	der Stuhl	— St**ü**hle	[dehr SHTUHL — SHTÜHle]
[au] to [oi]	das Haus	— H**ä**uſer	[dass HAUS — HOIzer]

Forms 1, 2, and 4 of the plural are always alike; form 3 always ends in -n (except for the few foreign words with s-plurals: Hotels, Reſtaurants, Cafés, etc.). This means that if the plural doesn't already end in -n, an -n has to be added: das Fenſter, plural Fenſter, but in form 3 Fenſtern: ein Zimmer mit zwei Fenſtern 'a room with two windows'; neben den Stühlen 'beside the chairs', etc.

C. LISTING GERMAN NOUNS

As the above explanations show, there are two or three key forms which we must list for every noun to show what all its forms are. Usually it is enough if we give form 1 of the singular, and an abbreviated indication of how the plural is formed: der Bahnhof,-̈e 'railroad station'; das Hotel,-s 'hotel'; die Bank,-en (that is, the plurals are Bahnhöfe, Hotels, and Banken). We then know that the rest of the singular is unchanged, except that der- and das-words add -s in form 4 (des Bahnhofs, des Hotels); and we know that in the plural we must add an -n in form 3 (den Bahnhöfen), unless the plural already ends in -n (Banken) or in -s (Hotels).

If a word has no plural, this is indicated by not adding any abbreviation: die Milch 'milk'.

The only nouns for which we must give more than this are the few der-words that have an ending in all but form 1 of the singular. We can list these as follows: der Poliziſt,-en,-en 'policeman' (that is, form 1 of the singular is Poliziſt, but the rest of the singular is Poliziſten, and all of the plural is Poliziſten).

The following table lists a few sample nouns and shows how all the forms can be inferred from the abbreviated listing:

		Complete Forms	
Listing		*Singular*	*Plural*
der Garten,-̈ 'garden'	1	der Garten	die Gärten
	2	den Garten	die Gärten
	3	dem Garten	den Gärten
	4	des Gartens	der Gärten
das Zimmer,– 'room'	1	das Zimmer	die Zimmer
	2	das Zimmer	die Zimmer
	3	dem Zimmer	den Zimmern
	4	des Zimmers	der Zimmer
die Wand,-̈e 'wall'	1	die Wand	die Wände
	2	die Wand	die Wände
	3	der Wand	den Wänden
	4	der Wand	der Wände

der Poliziſt,–en,–en 'policeman'

1	der Poliziſt	die Poliziſten
2	den Poliziſten	die Poliziſten
3	dem Poliziſten	den Poliziſten
4	des Poliziſten	der Poliziſten

das Hotel,–s 'hotel'

1	das Hotel	die Hotels
2	das Hotel	die Hotels
3	dem Hotel	den Hotels
4	des Hotels	der Hotels

die Milch 'milk'

1	die Milch	——
2	die Milch	——
3	der Milch	——
4	der Milch	——

(Most dictionaries also give an abbreviated indication of how form 4 of the singular is formed: der Garten,–s,⸚; das Zimmer,–s,–; die Wand,–,⸚e; der Poliziſt,–en,–en; das Hotel,–s,–s; die Milch,–. Since we already know what form 4 will be like, this is unnecessary, and the practice is not followed in this book.)

The following table lists all the nouns that we have had in Units 1 through 5, together with the pronunciation of the singular and of all umlauted plurals. This list is given for reference only. Don't try to learn them all; you will be surprised how few of them you will ever want to use in the plural.

der Abend,–e [AHbent] 'evening'

(das) Amerika [ahMEHrihkah] 'America'

der Amerikaner,– [ahmehrihKAHner] 'American (man)'

die Amerikanerin,–nen [ahmehrihKAHnerinn] 'American (woman)'

der Autobus,–ſe [AUtoh-buss] 'bus'

der Bahnhof,⸚e [BAHN-hohf, -höhfe] 'railroad station'

die Bank,–en [BANGK] 'bank'

(das) Berlin [berLIHN] 'Berlin'

das Bier,–e [BIHR] 'beer'

der Bleiſtift,–e [BLAI-shtift] 'pencil'

der Brief,–e [BRIHF] 'letter'

das Briefpapier,–e [BRIHF-papihr] 'letter paper'

das Brot,–e [BROHT] 'bread'

der Bruder,⸚ [BRUHder, BRÜHder] 'brother'

das Café,–s [kaFEH] 'café'
der Dank [DANGK] 'thanks'
(das) Deutſch [DOITSH] 'German (language)'
(das) Deutſchland [DOITSH-lant] 'Germany'
der Doktor,–en [DOKtohr, dokTOHren] 'doctor'
der Dom,–e [DOHM] 'cathedral'
das Donnerwetter [DONNer-vetter] 'thunder weather'
der Durſt [DURST] 'thirst'
die Ecke,–n [ECKe] 'corner'
Eltern [ELtern] 'parents'
(das) Engliſch [ENG-lish] 'English (language)'
das Feuer,– [FOIer] 'fire'
das Fleiſch [FLAISH] 'meat'
die Frau,–en [FRAU] 'woman, wife, Mrs.'
das Fräulein,– [FROI-lain] 'Miss, waitress, salesgirl'
der Füllfederhalter,– [FÜLL-fehder-halter] 'fountain pen'
das Geld,–er [GELT] 'money'
das Glas,=er [GLAHS, GLEHzer] 'glass'
der Gott,=er [GOTT, GÖTTer] 'god'
die Halteſtelle,–n [HALte-shtelle] '(bus or trolley) stop'
das Haus,=er [HAUS, HOIzer] 'house'
der Herr,–n,–en [HERR] 'gentleman, Mr.'
das Hotel,–s [hohTELL] 'hotel'
der Kaffee,–s [KAFFeh] 'coffee'
der Kaiſer,– [KAIzer] 'emperor, kaiser'
die Kartoffel,–n [karTOFFel] 'potato'
das Kino,–s [KIHnoh] 'movie-theater'
der König,–e [KÖHnich] 'king'
der Mann,=er [MANN, MENNer] 'man, husband'
die Mark,– [MARK] 'mark' (coin worth about 40 cents)
die Milch [MILCH] 'milk'
der Morgen,– [MORgen] 'morning'
das Muſeum, Muſeen [muhZEHum, muhZEHen] 'museum'
die Mutter,= [MUTTer, MÜTTer] 'mother'
der Name,–n(s),–n [1 NAHme, 2, 3 NAHmen, 4 NAHmenss, pl. NAHmen] 'name'
das Papier,–e [paPIHR] 'paper'
der Park,–e [PARK] 'park'
die Penſion,–en [pa^{ng}ZYOHN] 'boarding house'
die Pfeife,–n [PFAIfe] 'pipe'
der Pfennig,–(e) [PFENNich, pl. PFENNich *or* PFENNige] 'pfennig' (100 pfennig = 1 mark)
der Plan,=e [PLAHN, PLEHne] 'plan, map of a small area'
der Poliziſt,–en,–en [pohlihTSIST] 'policeman'
der Portier,–s [porTYEH] 'portier'
der Radiergummi,–s [rahDIHR-gummih] 'eraser'
das Reſtaurant,–s [restohRA^{NG}] 'restaurant'
die Sache,–n [ZAKHe] 'thing'
die Schachtel,–n [SHAKHtel] '(small) box'

die Schreibmaſchine,-n [SHRAIP-mashihne] 'typewriter'
die Schweſter,-n [SHVESter] 'sister'
die Seite,-n [ZAIte] 'side'
der Spaziergang,¨e [shpaTSIHR-gang, -genge] 'pleasure walk'
die Stadt,¨e [SHTATT, SHTEHte] 'city'
der Stadtplan,¨e [SHTATT-plahn, -plehne] 'city map'
die Straße,-n [SHTRAHsse] 'street'
die Straßenbahn,-en [SHTRAHssen-bahn] 'street railway, trolley'
das Streichholz,¨er [SHTRAICH-holts, -höltser] 'match'
das Stück,-e [SHTÜCK] 'piece'
der Tabak,-e [TAHback] 'tobacco'
der Tag,-e [TAHK] 'day'
die Taſche,-n [TASHe] 'pocket'
die Tinte,-n [TINte] 'ink'
der Tiſch,-e [TISH] 'table'
die Toilette,-n [twaLETTe] 'toilet'
die Univerſität,-en [uhnihverzihTEHT] 'university'
die Urſache,-n [UHR-zakhe] 'cause'
der Vater,¨ [FAHter, FEHter] 'father'
die Verzeihung,-en [fer-TSAIung] 'pardon'
der Wachtmeiſter,- [VAKHT-maister] 'police sergeant'
das Waſſer,- [VASSer] 'water'
der Wein,-e [VAIN] 'wine'
die Zigarette,-n [tsihgahRETTe] 'cigarette'
die Zigarre,-n [tsihGARRe] 'cigar'
das Zimmer,- [TSIMMer] 'room'

D. PREPOSITIONS

Er hängt das Bild **an die Wand.**	*He hangs the picture on the wall.*
Das Bild hängt **an der Wand.**	*The picture is hanging on the wall.*
Er legt eine Wolldecke **aufs Bett.**	*He puts a blanket on the bed.*
Eine Wolldecke liegt **auf dem Bett.**	*There is a blanket on the bed.*
Er geht **hinter das Haus.**	*He goes behind the house.*
Er ſitzt **hinter dem Haus.**	*He's sitting behind the house.*
Er geht **in den Garten.**	*He's walking into the garden.*
Er geht **im Garten.**	*He's walking (around) in the garden.*

Er ſtellt einen Stuhl **neben das Bett.**	*He puts a chair beside the bed.*
Ein Stuhl ſteht **neben dem Bett.**	*There is a chair beside the bed.*
Er hängt einige Bilder **über das Bett.**	*He hangs some pictures over the bed.*
Einige Bilder hängen **über dem Bett.**	*There are some pictures hanging over the bed.*
Er ſtellt einen Papierkorb **unter den Tiſch.**	*He puts a wastebasket under the table.*
Ein Papierkorb ſteht **unter dem Tiſch.**	*There is a wastebasket under the table.*
Er ſtellt einen Stuhl **vor den Schreibtiſch.**	*He puts a chair in front of the desk.*
Der Stuhl ſteht **vor dem Schreibtiſch.**	*The chair is in front of the desk.*
Er ſtellt den Tiſch **zwiſchen die Fenſter.**	*He puts the table between the windows.*
Der Tiſch ſteht **zwiſchen den Fenſtern.**	*The table is between the windows.*

In Unit 3 you had four prepositions which are followed by form 2 if they answer the question 'to what place?', but form 3 if they answer the question 'in what place?'. Here is the complete list of such prepositions. Notice particularly the difference between an 'at (the side of), on (the side of)' and auf 'on (top of)'.

Notice also that German has two equivalents each for our words *put* and *be*, when you are describing the positions of objects. With flat objects, like blankets and rugs, you use legen 'put, lay' and liegen 'be, lie'; with upright objects, like chairs and tables, you use ſtellen 'put, place' and ſtehen 'be, stand'.

These prepositions that are followed by either form 2 or form 3 are used especially in telling where you put things, or where they are. All other prepositions are followed by only one form, either 2 or 3. We have had most of the common ones: durch 'through', ohne 'without', and um (as in ich bitte um 'I ask for') are always followed by form 2; aus 'out of', mit 'with', nach 'towards' (as in nach Hauſe '(towards) home'), von 'from', and zu 'to' are always followed by form 3.

E. ENDINGS

Form 1:	dieſer Teppich	*this rug*
	ein großer Teppich	*a big rug*

Forms 1 and 2:	dieſes Schlafzimmer	*this bedroom*
	ein kleines Schlafzimmer	*a small bedroom*
Forms 1 and 2:	dieſe Penſion	*this boarding house*
	eine gute Penſion	*a good boarding house*

F. ACCENTED ADVERBS

Ich ziehe morgen **um.**	*I'm moving tomorrow.*
Ich ziehe aus dem Hotel **aus.**	*I'm moving out of the hotel.*
Ich ziehe in eine Penſion **ein.**	*I'm moving into a boarding house.*
Ich mache die Tür **auf.**	*I open the door.*
Ich mache die Tür **zu.**	*I close the door.*

G. MAKING NEW NOUNS

die Decke,-n [DECKe] 'covering' +

der Tiſch,-e [TISH] 'table' = die Tiſch**decke,**-n [TISH-decke] 'tablecloth'
das Bett,-en [BETT] 'bed' = die Bett**decke,**-n [BETT-decke] 'bedspread'
die Wolle,-n [VOLLe] 'wool' = die Woll**decke,**-n [VOLL-decke] 'blanket'

In German (as in English) you can make new nouns by putting two other nouns together. Notice that all the nouns in the right-hand column mean some particular kind of Decke. Hence they all behave like Decke: they are all die-words, and they all make their plural by adding -n.

das Zimmer,- [TSIMMer] **'room'** +

wohnen [VOHnen] 'live' = das Wohn**zimmer,**- [VOHN-tsimmer] 'living room'
ſchlafen [SHLAHfen] 'sleep' = das Schlaf**zimmer,**- [SHLAHF-tsimmer] 'bedroom'
baden [BAHden] 'bathe' = das Bade**zimmer,**- [BAHde-tsimmer] 'bathroom'

You can also make new nouns by combining the stem of a verb (wohn-, ſchlaf-), or the stem plus e (bade-), with a noun. Such words will of course behave like the noun.

Notice how the following nouns are put together:

der Fußboden,-̈ [FUHSS-bohden, -böhden] 'floor' =
der Fuß,-̈e [FUHSS, FÜHsse] 'foot + der Boden,-̈ [BOHden, BÖHden] 'ground'

der Papierkorb,-̈e [paPIHR-korp, -körbe] 'wastebasket' =
das Papier,-e [paPIHR] 'paper' + der Korb,-̈e [KORP, KÖRbe] 'basket'

Now see if you can tell how the following words are put together (they are listed alphabetically according to their second part):

die Zimmerdecke,-n [TSIMMer-decke] 'ceiling'
die Bettlampe,-n [BETT-lampe] 'bed lamp'
die Hängelampe,-n [HENGe-lampe] 'hanging lamp'
die Schreibtiſchlampe,-n [SHRAIP-tish-lampe] 'desklamp'
die Stehlampe,-n [SHTEH-lampe] 'floor lamp'
der Liegeſtuhl,-̈e [LIHge-shtuhl, -shtühle] 'deck chair'

der Eßtiſch,-e [ESS-tish] 'dining table'
der Eßzimmertiſch,-e [ESS-tsimmer-tish] 'dining room table'
der Schreibtiſch,-e [SHRAIP-tish] 'desk'
die Haustür,-en [HAUS-tühr] 'front door'
das Eßzimmer,- [ESS-tsimmer] 'dining room'

2. Covering English and German of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering first the English, then the German, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Go through the Basic Sentences, covering up the English and reading aloud the German. Check up on anything you do not know, until you are sure of everything.

3. What Would You Say? (Individual Study)

Read aloud each of the following and then pick out the expressions you think most suitable:

1. *You ask a friend whether he's living in a hotel or a boarding house:*

a. Ich möchte gern eine gute Penſion finden.	ich MÖCHte gern aine GUHte pa^{ng}ZYOHN finden.
b. Wo wohnen Sie lieber, in einem Hotel oder in einer Penſion?	voh vohnen zih LIHber, inn ainem hohTELL ohder inn ainer pa^{ng}ZYOHN?
c. Wohnen Sie jetzt in einem Hotel oder in einer Penſion?	vohnen zih yetst inn ainem hohTELL ohder inn ainer pa^{ng}ZYOHN?

2. *He says he has a nice room on the second floor of a boarding house:*

a. Ich habe ein ſchönes Zimmer im erſten Stock einer Penſion.	ich hahbe ain SHÖHnes TSIMMer imm EHRsten SHTOCK ainer pa^{ng}ZYOHN.
b. Wir haben zwei Zimmer im Parterre eines Hotels.	vihr hahben TSVAI TSIMMer imm parTERR aines hohTELLSS.
c. Im Zimmer ſind ein Bett, zwei Stühle und ein Schreibtiſch.	imm TSIMMer zint ain BETT, TSVAI SHTÜHle, unt ain SHRAIP-tish.

3. *You ask whether he has a room with or without bath:*	
a. Könnten Sie mir bitte ſagen, wo das Badezimmer iſt?	KÖNNten zih mihr bitte ZAHgen, voh dass BAHde-tsimmer ist?
b. Möchten Sie gern ein Zimmer mit Bad haben?	möchten zih gern ain tsimmer mitt BAHT hahben?
c. Haben Sie ein Zimmer mit oder ohne Bad?	hahben zih ain tsimmer MITT ohder OHne baht?
4. *He says without bath, but the bathroom is next door:*	
a. Auf dem Fußboden in der Mitte des Badezimmers liegt ein kleiner Teppich.	auf dehm FUHSS-bohden inn dehr MITTe dess BAHde-tsimmerss lihkt ain KLAIner TEPPich.
b. Ohne Bad, aber das Badezimmer iſt nebenan.	OHne baht, ahber dass BAHde-tsimmer ist nehben-ANN.
c. Das Badezimmer iſt im erſten Stock.	dass BAHde-tsimmer ist imm EHRsten SHTOCK.
5. *You ask him what the room looks like:*	
a. Darf ich mir das Zimmer anſehen?	darf ich mihr dass tsimmer ANN-zehen?
b. Wie ſieht das Zimmer aus?	vih ziht dass tsimmer AUS?
c. Sehen Sie das Schlafzimmer?	zehen zih dass SHLAHF-tsimmer?
6. *He describes the furniture in the room:*	
a. Es hat ein Bett, einen Schreibtiſch und zwei Stühle.	ess hatt ain BETT, ainen SHRAIP-tish, unt TSVAI SHTÜHle.
b. Stellen Sie bitte den Papierkorb unter den Tiſch.	SHTELLen zih bitte dehn paPIHR-korp unter dehn TISH.
c. Sie ſtellt eine Stehlampe in die Ecke neben das Fenſter.	zih shtellt aine SHTEH-lampe inn dih ECKe nehben dass FENster.

Now see if you can tell a friend who is helping you move into your new room how to put various things where they belong. Remember that 'put' will sometimes be legen (with flat objects) and sometimes ſtellen (with upright objects). You will 'hang' (hängen) pictures.

SAMPLE QUESTION:

0.	die Lampe, in, die Ecke	dih LAMpe, INN, dih ECKe

SAMPLE ANSWER:

	Stellen Sie die Lampe in die Ecke!	SHTELLen zih dih LAMpe inn dih ECKe!

7.	der Papierkorb, unter, der Schreibtiſch	dehr paPIHR-korp, UNter, dehr SHRAIP-tish
8.	die Wolldecke, auf, das Bett	dih VOLL-decke, AUF, dass BETT
9.	der Schreibtiſch, vor, die zwei Fenſter	dehr SHRAIP-tish, FOHR, dih tsvai FENster
10.	der Teppich, auf, der Fußboden	dehr TEPPich, AUF, dehr FUHSS-bohden
11.	der Stuhl, zwiſchen, der Schreibtiſch und das Bett	dehr SHTUHL, TSVISHen, dehr SHRAIP-tish unt dass BETT
12.	die Stehlampe, neben, der Stuhl	dih SHTEH-lampe, NEHben, dehr SHTUHL
13.	die Schreibmaſchine, hinter, der Schreibtiſch	dih SHRAIP-mashihne, HINter, dehr SHRAIP-tish
14.	das Bild, über, das Bett	dass BILT, ÜHber, dass BETT

Now go back over these eight sentences and tell another friend where each thing is. Remember that 'is' will sometimes be liegen (with flat objects) and sometimes ſtehen (with upright objects). You will still use hängen with pictures, of course.

SAMPLE ANSWER:

0.	Die Lampe ſteht in der Ecke.	dih LAMpe shteht inn dehr ECKe.

SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in German for each of the exercises in the preceding sections, when the Leader calls for them. Then, as the Leader calls for them, give the English equivalents of all the expressions in the exercise.

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct German for each English expression, without having to read it from the book. The Leader or one of the members of the group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the German immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat each conversation if necessary, then take parts and carry on the conversation.

1. *Meyer goes to a hotel and asks the clerk for a room.*

	Unit 7, Record Side 4, beginning. (78 RPM)	**(33⅓ RPM) Record Side 7, after 2nd spiral.**
Meyer:	Guten Tag.	guhten TAHK.
	Ich möchte gern ein Zimmer haben.	ich möchte gern ain TSIMMer hahben.
Portier:	Bitte ſehr.	BITTe zehr.
	Möchten Sie eins mit oder ohne Bad?	möchten zih ainss MITT ohder OHne baht?
Meyer:	Mit Bad, bitte.	MITT baht, bitte.
Portier:	Ich kann Ihnen eins im erſten Stock geben.	ich kann ihnen ainss imm EHRsten SHTOCK gehben.

	Es iſt ein ſehr ſchönes Schlafzimmer mit einem Wohnzimmer nebenan.	ess ist ain ZEHR SHÖHnes SHLAHF-tsimmer mitt ainem VOHN-tsimmer nehben-ANN.
Meyer:	Wieviel koſtet es?	vih-fihl KOStet ess?
Portier:	Zwölf Mark pro Tag, mit Frühſtück.	TSVÖLF MARK proh TAHK, MITT FRÜH-shtück.
Meyer:	Nein, das iſt mir zu viel.	NAIN, dass ist mihr tsuh FIHL.
	Es darf nicht über ſechs Mark koſten.	ess darf NICHT ühber ZEKS MARK kosten.
Portier:	Unter acht Mark haben wir leider keine Zimmer mit Bad.	UNter AKHT MARK hahben vihr LAIder KAIne TSIMMer mitt BAHT.
	Ich kann Ihnen aber ein ſehr gutes Zimmer ohne Bad geben.	ich KANN ihnen ahber ain zehr guhtes tsimmer OHne baht gehben.
Meyer:	Wieviel koſtet es?	vih-fihl KOStet ess?
Portier:	Fünf Mark.	FÜNF MARK.
Meyer:	Gut, ich nehme das.	GUHT, ich NEHme dass.

2. *Meyer and a friend, Mueller, discuss the high cost of living.*

Unit 7, Record Side 4, after 1st spiral. (78 RPM)

Müller:	Könnten Sie mir bitte zehn Mark leihen?	KÖNNten zih mihr bitte TSEHN MARK laien?
	Ich habe nämlich kein Geld,	ich HAHbe nehm-lich kain GELT,
	und ich kann heute nicht zur Bank gehen.	unt ich KANN hoite nicht zur BANGK gehen.
Meyer:	Ja, gerne.	YAH, GERne.
	Warum haben Sie denn kein Geld?	vahrumm hahben zih denn kain GELT?

Müller:	**Ach, ich habe ein Zimmer mit Bad im Palaſt Hotel,**	AKH, ich hahbe ain TSIMMer mitt BAHT imm paLAST hohtell,
	und es koſtet furchtbar viel.	unt ess kostet FURCHT-bahr FIHL.
Meyer:	Wieviel denn?	vih-FIHL denn?
Müller:	Acht Mark pro Tag.	AKHT MARK proh TAHK.
Meyer:	Warum ziehen Sie nicht in eine Penſion um?	vahrumm tsihen zih nicht inn aine pa^{ng}-ZYOHN umm?
Müller:	Ja, das möchte ich gern machen.	YAH, dass möchte ich gern MAKHen.
	Sie wohnen in einer Penſion in der Königſtraße, nicht wahr?	zih VOHnen inn ainer pa^{ng}ZYOHN inn dehr KÖHnich-shtrahsse, nicht VAHR?
Meyer:	Ja.	YAH.
Müller:	Wieviel koſtet es dort?	vih-fihl KOStet ess dort?
Meyer:	Ich habe ein ſehr ſchönes Zimmer im Parterre,	ich hahbe ain ZEHR SHÖHnes TSIMMer imm parTERR,
	und es koſtet nur fünfzig Mark pro Monat.	unt ess kostet NUHR FÜNFtsich MARK proh MOHnatt.
Müller:	Ich glaube, ich gehe morgen hin	ich GLAUbe ich gehe MORgen HINN
	und ſpreche mit Ihrer Wirtin.	unt SHPRECHe mitt ihrer VIRtinn.
Meyer:	Machen Sie das doch!	MAKHen zih dass dokh!
	Das Zimmer neben meinem iſt zu vermieten,	dass TSIMMer nehben MAInem ist tsuh fer-MIHten,
	und Sie können dort einziehen.	unt zih können dort AIN-tsihen.

3. The next day Meyer helps Mueller move furniture in his new room.

Unit 7, Record Side 4, after 2nd spiral. (78 RPM)

Meyer:	Soll dieſer Tiſch hier an der Wand ſtehen?	zoll dihzer TISH hihr ann dehr VANT shtehen?
Müller:	Nein, ſtellen Sie ihn in die Mitte des Zimmers.	NAIN, SHTELLen zih ihn inn dih MITTe dess TSIMMerss.
Meyer:	Wo gehört der Schreibtiſch hin?	VOH ge-höhrt dehr SHRAIP-tish hinn?
Müller:	Da drüben vors Fenſter.	dah DRÜHben fohrss FENster.
	Und der Papierkorb gehört daneben.	unt dehr paPIHR-korp ge-höhrt dah-NEHben.
	So, jetzt ſieht das Zimmer etwas beſſer aus.	ZOH, yetst ziht dass TSIMMer ett-vass BESSer aus.
	Ich muß nur ein paar Bilder an die Wand hängen.	ich muss NUHR ain pahr BILder ann dih VANT hengen.

SECTION E—CONVERSATION

1. Cover the German in Basic Sentences (Individual Study)

Cover the German of the *Basic Sentences* and practice saying the German equivalents of the English expressions.

2. Vocabulary Check-Up

Give the German expressions for the English equivalents in the *Basic Sentences* as the Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

1. You're looking for a room in a boarding house. You stop by at one where there's a sign Zimmer zu vermieten and talk to the landlady. She takes you upstairs, shows you a room, and describes the furniture. You say it looks pretty dirty, but she says she'll make it nice and clean for you. Then she shows you the bathroom next door, and takes you downstairs to see the living room, dining room, and the garden. After asking the price, you say you'll take a room and move in tomorrow.

2. You go to a hotel and ask for a room with bath. The clerk says they haven't got any with bath, but he can give you one on the second floor next to a bathroom. You say no, you have to have a bathroom; don't the hotels in this city have any rooms with bath? He says yes, the Palace Hotel has lots of rooms with bath, but they all cost a lot. Finally you say all right, you'll take a room without bath in his hotel; how much does it cost? He tells you the price.

3. You're helping a friend move into his room in a boarding house. You ask him what you can bring in for him, where things belong, etc. He tells you what to do with several things. He then asks you how you like his room. You say you don't like it at all; it's dirty and small, and why doesn't he move into a hotel? He says a hotel costs too much. You discuss prices, comparing your hotel room with this one. Finally he asks whether all the things are in the room. You say yes, and suggest going to a café for a glass of beer.

4. Somebody asks you what your house looks like. Describe it, telling about the living and dining rooms downstairs, and what's in them; your parents' bedroom upstairs; your sister's room; your brother's room; the bathroom. Describe particularly the things in your room.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E with a review of parts 1 and 2 of the section if necessary.

FINDER LIST

From now on, all words will be listed alphabetically according to their conventional spelling.

If a word begins with the sound	*look it up under the letter*
[f]	f *or* v
[shp]	ſp
[sht]	ſt
[sh]	ſch
[ts]	z
[v]	w
[y]	j
[z]	ſ

abends [AHbents] 'evenings, in the evening'

das Bad, ⸚er [BAHT, BEHder] 'bath'

das Badezimmer, - [BAHde-tsimmer] 'bathroom'

das Bett, -en [BETT] 'bed'

das Bild, -er [BILT] 'picture'

die Decke, -n [DECKe] 'covering'; often used as short for Tiſchdecke 'tablecloth,' Wolldecke 'blanket,' Zimmerdecke 'ceiling'

draußen [DRAUssen] 'outside, outdoors'

drinnen [DRINNen] 'inside, indoors'

das Eßzimmer, - [ESS-tsimmer] 'dining room'

das Fenſter, - [FENster] 'window'

das Frühſtück, -e [FRÜH-shtück] 'breakfast'

fünfzig [FÜNFtsich] 'fifty'

der Fußboden, ⸚ [FUHSS-bohden, -böhden] 'floor (of a room)'; contrast der Stock 'floor (of a building), story'

der Garten, ⸚ [GARten, GERten] 'garden'

groß [GROHSS] 'big, large, tall'

hängen [HENGen] 'hang'

hinauf [hinnAUF] 'up (towards there)'; 'up (towards here)' is herauf [herrAUF]

hinter [HINter] (plus forms 2 and 3) 'behind, in back of'

hinunter [hinnUNter] 'down (towards there)'; 'down (towards here)' is herunter [herrUNter]

klein [KLAIN] 'small, little'

die Lampe,-n [LAMpe] 'lamp'

legen [LEHgen] 'lay, put'

liegen [LIHgen] 'lie, be'

machen [MAKHen]: ich mache . . . auf 'I open'; ich mache . . . zu 'I close'

mieten [MIHten] 'rent (from a person)'; ich miete ein Zimmer von der Wirtin 'I rent a room from the landlady'; contrast vermieten 'rent (to a person)'

die Mitte,-n [MITTe] 'middle'

der Monat,-e [MOHnatt] 'month'

morgen [MORgen] 'tomorrow'

nebenan [nehben-ANN] 'next door'

oben [OHben] 'above, upstairs'

paar [PAHR]: ein paar 'a few'

der Papierkorb,-̈e [paPIHR-korp, -körbe] 'wastebasket'

das Parterre,-s [parTERR] 'ground floor, first story'

pro [PROH] 'per'

ſauber [ZAUber] 'clean'

das Schlafzimmer,- [SHLAHF-tsimmer] 'bedroom'

ſchmutzig [SHMUTsich] 'dirty'

der Schreibtiſch,-e [SHRAIP-tish] 'desk'

ſehen [ZEHen]: ich ſehe mir . . . an 'I take a look at'

der Stock,-̈e [SHTOCK, SHTÖCKe] 'story, floor (of a building)'; contrast der Fußboden 'floor (of a room)'; der erſte Stock is what we call 'the second floor'; for 'ground floor', see das Parterre

der Stuhl,-̈e [SHTUHL, SHTÜHle] 'chair'

der Teppich,-e [TEPPich] 'rug'

die Treppe,-n [TREPPe] 'stairway'

die Tür,-en [TÜHR] 'door'

über [ÜHber] (plus forms 2 and 3) 'over, above'

unten [UNten] 'below, downstairs'

unter [UNter] (plus forms 2 and 3) 'under, beneath'

vermieten [fer-MIHten] 'rent (to a person)'; die Wirtin vermietet mir ein Zimmer 'the landlady rents me a room'; Zimmer zu vermieten 'room(s) for rent'; contrast mieten 'rent (from a person)'

vor [FOHR] (plus forms 2 and 3) 'in front of, before'

die Wand,-̈e [VANT, VENde] 'wall'

die Wirtin,-nen [VIRtinn] 'landlady'

das Wohnzimmer,- [VOHN-tsimmer] 'living room'

die Wolldecke,-n [VOLL-decke] '(woolen) blanket'

zeigen [TSAIgen] 'show'

ziehen [TSIHen]: ich ziehe . . . ein 'I move in'; ich ziehe . . . aus 'I move out'; ich ziehe . . . um 'I move (from one place to another)'

zwiſchen [TSVISHen] (plus forms 2 and 3) 'between'

UNIT 8

SHOPPING

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, concentrating on the *Aids to Listening*, as you have done before. Then go through the *Hints on Pronunciation and Spelling*. Go once through the *Basic Sentences* individually trying to follow the *Conventional Spelling* as much as possible. The last time through individually, you should be able to follow the *Conventional Spelling* without any trouble.

1. Basic Sentences

Mr. Meyer and Mr. Schneider buy some clothes.

Unit 8, Record Side 1, beginning. (78 RPM)

(33⅓ RPM) Record Side 8, beginning.

ENGLISH EQUIVALENTS	CONVENTIONAL SPELLING	AIDS TO LISTENING
	Meyer	
new (with ending -en)	neu(en)	NOIen
suit	Anzug (der)	ANN-tsuhk (dehr)
buy	kaufen	KAUfen
I have to buy (me) a new suit.	Ich muß mir einen neuen Anzug kaufen.	ich MUSS mihr ainen noien ANN-tsuhk kaufen.
store	Geſchäft (das)	ge-SHEFT (dass)
Do you know a good store?	Kennen Sie ein gutes Geſchäft?	kennen zih ain guhtes ge-SHEFT?
	Schneider	
for	für	FÜHR
(I) spend ('give . . . out')	gebe . . . aus	GEHbe . . . AUS
How much do you want to spend for the suit?	Wieviel wollen Sie für den Anzug ausgeben?	vih-fihl vollen zih führ dehn ann-tsuhk AUS-gehben?

hundred	hundert	HUNdert
A hundred marks?	Hundert Mark?	HUNdert MARK?
	Meyer	
expensive	teuer	TOIer
No, that's too expensive for me.	Nein, das iſt mir zu teuer.	NAIN, dass ist mihr tsuh TOIer.
(I) can afford	kann mir . . . leiſten	kann mihr . . . LAIsten
I can't afford that.	Das kann ich mir nicht leiſten.	dass KANN ich mihr nicht LAIsten.
sixty	ſechzig	ZECHtsich
get	bekommen	be-KOMMen
I can get a good suit for sixty marks, can't I?	Ich kann doch einen guten Anzug für ſechzig Mark bekommen, nicht wahr?	ich KANN dokh ainen guhten ann-tsuhk führ ZECHtsich mark be-kommen, nicht VAHR?
	Schneider	
Why of course.	Aber natürlich.	ahber nahTÜHR-lich.
department store	Warenhaus (das)	VAHren-haus (dass)
We can go (in)to a department store.	Wir können in ein Warenhaus gehen.	vihr können inn ain VAHren-haus gehen.
In the department store:		
	Clerk	
How do you do, (my) gentlemen.	Guten Tag, meine Herren.	guhten TAHK, maine HERRen.
with-what ('wherewith')	womit	voh-MITT
serve	dienen	DIHnen
What can I do for you ('wherewith can I serve you')?	Womit kann ich Ihnen dienen?	voh-MITT kann ich ihnen DIHnen?
	Schneider	
The gentleman would like to buy a suit.	Der Herr möchte gern einen Anzug kaufen.	dehr HERR möchte gern ainen ANN-tsuhk kaufen.

Clerk

what sort of ('what for')	was für	VASS FÜHR
color	Farbe (die)	FARbe (dih)
gray	grau	GRAU
blue	blau	BLAU
brown	braun	BRAUN
Certainly, what (for a) color, gray, blue, or brown?	Bitte ſehr, was für eine Farbe, grau, blau oder braun?	BITTe zehr, vass führ aine FARbe, GRAU, BLAU, ohder BRAUN?

Meyer

Brown, please.	Braun, bitte.	BRAUN, bitte.

Clerk

at	zu	TSUH
what	welchem	VELchem
price	Preis (der)	PRAIS (dehr)
How much would you like to pay?	Zu welchem Preis?	tsuh veichem PRAIS?

Meyer

about	etwa	ETT-vah
About sixty marks.	Etwa ſechzig Mark.	ett-vah zechtsich MARK.

Unit 8, Record Side 2, beginning. (78 RPM)

Clerk

How do you like this brown suit?	Wie gefällt Ihnen dieſer braune Anzug?	vih ge-fellt ihnen DIHzer braune ann-tsuhk?
try on	anprobieren	ANN-prohbihren
Would you like to try it on?	Möchten Sie ihn gern anprobieren?	möchten zih ihn gern ANN--prohbihren?

Meyer tries the suit on

fits	paßt	PASST
excellent(ly)	ausgezeichnet	AUS-ge-TSAICHnet
It fits you very well.	Er paßt Ihnen ausgezeichnet.	ehr passt ihnen AUS-ge-TSAICHnet.
	Meyer	
still, yet	noch	NOKH
shirts	Hemden (das Hemd)	HEMden (dass HEMT)
Now I need some shirts, too ('now need I still a few shirts').	Jetzt brauch' ich noch ein paar Hemden.	yetst braukh_ich nokh ain pahr HEMden.
	Clerk	
size	Größe (die)	GRÖHsse (dih)
What size, please?	Welche Größe, bitte?	velche GRÖHsse, bitte?
	Meyer	
exact(ly)	genau	ge-NAU
I don't know exactly ('that know I not exactly')	Das weiß ich nicht genau.	dass VAISS ich nicht ge-nau.
probably	wahrſcheinlich	vahr-SHAIN-lich
different	anders	ANderss
Here things are ('here is it') probably different.	Hier iſt es wahrſcheinlich anders.	hihr ist ess vahr-shain-lich ANderss.
	Clerk	
information	Beſcheid (der)	be-SHAIT (dehr)
Yes, I know about that.	Ich weiß ſchon Beſcheid.	ich VAISS shohn be-SHAIT.
What sort of ('what for') shirts would you like?	Was für Hemden möchten Sie?	VASS führ hemden MÖCHten zih?

Meyer

white (with ending -es)	weiß(es)	VAIsses
One white one, and one blue one, please.	Ein weißes und ein blaues, bitte.	ain VAIsses unt ain BLAUes, bitte

Clerk

How do you like these two ('these both') shirts?	Wie gefallen Ihnen dieſe beiden Hemden?	vih ge-fallen ihnen DIHze baiden hemden?

* * *

sells	verkauft	fer-KAUFT
He sells him the two shirts.	Er verkauft ihm die zwei Hemden.	ehr fer-KAUFT ihm dih tsvai HEMden.

Clerk

otherwise	ſonſt	ZONST
something	etwas	ETT-vass
May I show you something else ('otherwise yet something')?	Darf ich Ihnen ſonſt noch etwas zeigen?	darf ich ihnen ZONST nokh ett-vass tsaigen?
Socks?	Socken? (die Socke)	ZOCKen? (dih ZOCKe)
A pair [of] shoes?	Ein Paar Schuhe? (der Schuh)	ain pahr SHUHe? (dehr SHUH)

Meyer

all, everything	alles	ALLes
No thanks, that's all.	Nein danke, das iſt alles.	NAIN DANGke, dass ist ALLes
(you) wrap up	wickeln . . . ein	VICKeln . . . AIN
Please wrap the shirts up.	Wickeln Sie die Hemden bitte ein.	VICKeln zih dih HEMden bitte AIN.

* * *

pays	bezahlt	be-TSAHLT
clerk ('seller')	Verkäufer (der)	fer-KOIfer (dehr)
Meyer pays the clerk for the shirts.	Meyer bezahlt den Verkäufer für die Hemden.	MAler be-tsahlt dehn fer-KOIfer führ dih HEMden.

(The following is not on the records:)

Here are some more things Mr. Meyer could have bought in the department store:

the coat (of a suit)	die Jacke,–n	dih YACKe
the vest	die Weſte,–n	dih VESte
the (pair of) pants	die Hoſe,–n	dih HOHze
the hat	der Hut,⸗e	dehr HUHT
the overcoat	der Mantel,⸗	dehr MANtel

Additional Numbers

In Unit 1 you learned the numbers from 1 to 12. Here is a list of all the remaining numbers you will need. Go through them in the same way as the *Basic Sentences*, repeating each number after your Guide or the phonograph record.

Unit 8, Record Side 3, beginning. (78 RPM)

zero	null	NULL
thirteen	dreizehn	DRAI-tsehn
fourteen	vierzehn	FIRR-tsehn
fifteen	fünfzehn	FÜNF-tsehn
sixteen	ſechzehn	ZECH-tsehn
seventeen	ſiebzehn	ZIHP-tsehn
eighteen	achtzehn	AKH-tsehn

nineteen	neunzehn	NOIN-tsehn
twenty	zwanzig	TSVANtsich
twenty-one ('*one-and-twenty*')	einundzwanzig	AIN-unt-tsvantsich
twenty-two ('*two-and-twenty*')	zweiundzwanzig	TSVAI-unt-tsvantsich
twenty-five ('*five-and-twenty*')	fünfundzwanzig	FÜNV-unt-tsvantsich
twenty-seven ('*seven-and-twenty*')	ſiebenundzwanzig	ZIHben-unt-tsvantsich
thirty	dreißig	DRAIssich
forty	vierzig	FIRRtsich
fifty	fünfzig	FÜNFtsich
sixty	ſechzig	ZECHtsich
seventy	ſiebzig	ZIHPtsich
eighty	achtzig	AKHtsich
ninety	neunzig	NOINtsich
[*a*] *hundred*	hundert	HUNdert
[*a*] *thousand*	tauſend	TAUzent
a million	eine Million	aine millYOHN
two million	zwei Millionen	TSVAI millYOHnen

Before you go through the *Basic Sentences* a second time, read the following:

2. Hints on Pronunciation and Spelling

1. NUMBERS

Notice the following:

with [ihr]	vier	[FIHR]	*four*
with [irr]	vierzehn	[FIRR-tsehn]	*fourteen*
" "	vierzig	[FIRRtsich]	*forty*

with [f]	fünf	[FÜNF]	*five*
" "	fünfzehn	[FÜNF-tsehn]	*fifteen*
with [v]	fünfundzwanzig	[FÜNV-unt-TSVANtsich]	*twenty-five*
with [ks]	ſechs	[ZEKS]	*six*
with [ch]	ſechzehn	[ZECH-tsehn]	*sixteen*
" "	ſechzig	[ZECHtsich]	*sixty*
with [ben]	ſieben	[ZIHben]	*seven*
with [p]	ſiebzehn	[ZIHP-tsehn]	*seventeen*
" "	ſiebzig	[ZIHPtsich]	*seventy*

The word eins 'one' is used only in counting, in rithmetic, etc. (notice einundzwanzig '21' etc. with ein, ot eins); otherwise the word for 'one' is the usual oun-modifier ein, with the usual endings. The word or 'and' is not usually said after hundert and tauſend: underteins [HUNdert-AINSS] '101' tauſendzwei TAUzent-TSVAI] '1002'. As in English, numbers are lmost always expressed in figures. On the rare occasions when they are written out, the whole number is written as one word: fünftauſendzweihundertachtzig [FÜNF - tauzent - TSVAI-hundert - AKHtsich] '5280'. The word for 'million', however, is treated as a separate noun: drei Millionen achthundertneununddreißigtauſend [DRAI millYOHnen AKHT - hundert - NOIN - unt - -draissich-TAUzent] '3 839 000'.

2. THE CONVENTIONAL SPELLING: CONSONANTS

To familiarize yourself with the way consonants re written in the conventional spelling, pronounce ach of the following words once with your eyes on the simplified spelling; then look at the conventional spelling and pronounce it again **THE SAME WAY.**

The sound [z]

ſagen	[ZAHg n]	*'say'*	Häuſer	[HOIzer]	*'houses'*
dieſer	[DIHzer]	*'this'*	Gläſer	[GLEHzer]	*'glasses'*

Remember that ſ is the regular symbol for the the sound [z]. At the end of a word this is of course unvoiced to]: das Haus [HAUS] 'house', das Glas [GLAHS] 'glass'.

The sound [sh]

der Spaziergang	[shpaTSIHR-gang]	*'walk'*	die Königſtraße	[KÖHnich-shtrahsse]	*'Koenig Street'*
ſprechen	[SHPRECHen]	*'speak'*	der Bleiſtift	[BLAI-shtift]	*'pencil'*
das Streichholz	[SHTRAICH-holts]	*'match'*	verſtehen	[fer-SHTEHen]	*'understand'*

Remember that ſ before p or t at the beginning of a word, or of part of a word, means the sound [sh].

The sounds [ts]

zehn	[TSEHN]	*'ten'*	ſitzen	[ZITsen]	*'sit'*
zwanzig	[TSVANtsich]	*'twenty'*	ſchmutzig	[SHMUTsich]	*'dirty'*

Remember that the letter z ALWAYS means the sounds [ts]. The doubled form of this z (written to sho that the preceding vowel is short) is tz.

The sound [f]

fünf	[FÜNF]	*'five'*	kaufen	[KAUfen]	*'buy'*
der Kaffee	[KAFFeh]	*'coffee'*	elf	[ELF]	*'eleven'*
der Vater	[FAHter]	*'father'*	vor	[FOHR]	*'in front of'*
viel	[FIHL]	*'much'*	verkaufen	[fer-KAUfen]	*'sell'*
vielleicht	[fihLAICHT]	*'perhaps'*	vermieten	[fer-MIHten]	*'rent'*
vier	[FIHR]	*'four'*	verſtehen	[fer-SHTEHen]	*'understand'*
von	[FONN]	*'from'*	Verzeihung	[fer-TSAIung]	*'excuse me'*

The sound [f] is usually written f. However, a number of very common words that begin with [f] are spelle with a v. The prefix [fer-] is always spelled ver-.

The sound [v]

wer	[VEHR]	*'who'*	zwei	[TSVAI]	*'two'*
das Waſſer	[VASSer]	*'water'*	zwiſchen	[TSVISHen]	*'between'*

etwas	[ETT-vass]	*'something'*	die Schweſter	[SHVESter]	*'sister'*
entweder	[ENT-vehder]	*'either'*	die Univerſität	[uhnihverzihTEHT]	*'university'*

The sound [v] is regularly spelled w; it occurs commonly only at the beginning of a word (or of part of a word) or after z or ſch. Only in a few foreign words (like die Univerſität) is it spelled with a v.

The sound [y]

ja	[YAH]	*'yes'*	der Portier	[porTYEH]	*'hotel clerk'*
jetzt	[YETST]	*'now'*	die Penſion	[pa^{ng}ZYOHN]	*'boarding house'*
die Jacke	[YACKe]	*'suit coat'*			

The sound [y] is regularly spelled j; it occurs commonly only at the beginning of a word. In a few foreign words (like der Portier, die Penſion) it is spelled i.

The sounds [kh] *and* [ch]

ach	[AKH]	*'oh'*	ſuchen	[ZUHkhen]	*'look for'*
nach	[NAHKH]	*'towards'*	auch	[AUKH]	*'also'*
doch	[DOKH]	*'oh yes'*	rauchen	[RAUkhen]	*'smoke'*
ich	[ICH]	*'I'*	vielleicht	[fihLAICHT]	*'perhaps'*
rechts	[RECHTS]	*'to the right'*	die Milch	[MILCH]	*'milk'*
ſechzehn	[ZECH-tsehn]	*'sixteen'*	durch	[DURCH]	*'through'*
möchte	[MÖCHte]	*'would like to'*	ſchmutzig	[SHMUTsich]	*dirty'*

The sounds [kh] and [ch] are both spelled ch, but it is easy to tell which sound to pronounce: ch is pronounced [kh] only after a, o, u, and au; it is pronounced [ch] in all other positions. You already know that final -ig, as in ſchmutzig, is also pronounced [ich]. (In a few words, chs is written for the sounds [ks]: ſechs [ZEKS] 'six', wechſeln [VEKseln] 'change'.)

3. THE CONVENTIONAL SPELLING: VOWELS

The conventional spelling of vowel sounds is much less satisfactory than that of consonants. The main trouble is that the length of vowels is not systematically indicated.

1.	ihn	[IHN]	*'him'*	fahren	[FAHren]	*'go, drive'*
	gehen	[GEHen]	*'go, walk'*	ohne	[OHne]	*'without'*
2.	das Paar	[PAHR]	*'pair'*	leer	[LEHR]	*'empty'*
3.	ſieben	[ZIHben]	*'seven'*	das Papier	[paPIHR]	*'paper'*

(1) The commonest way of showing that a vowel is long is to write an h after it; (2) in a few words the vowel is doubled to show length; (3) long [ih] is pretty consistently written ie. (Don't confuse this with the combination ei, which stands for [ai]: eins [AINSS] 'one', zwei [TSVAI] 'two', drei [DRAI] 'three'.)

Unfortunately these three methods of showing length are not systematically applied. Where there is no sure indication of length, the best one can say is that an accented vowel is usually long if only one consonant letter is written after it: her [HEHR] 'towards here', den [DEHN] 'the'; but short if two consonant letters are written after it: der Herr [HERR] 'Mr.', denn [DENN] 'do-tell-me'. However, a number of very common words have a short vowel that is followed by only one consonant letter: an, bin, das, des, es, hat hin, in, man, mit, um, von, was [ANN, BINN, DASS DESS, ESS, HATT, HINN, INN, MANN, MITT UMM, FONN, VASS].

The only vowel letter that may trouble you is ä THIS IS ALWAYS PRONOUNCED JUST LIKE THE LETTER e. The ä is simply written where the sounds [e, eh] represent the umlaut of [a, ah]:

halten, er hält	[HALten, ehr HELT]	*'stop, he stops'*
fahren, er fährt	[FAHren, ehr FEHRT]	*'drive, he drives'*
der Mann, Männer	[dehr MANN, MENNer]	*'the man, men'*
der Vater, Väter	[dehr FAHter, FEHter]	*'the father, fathers'*

This even applies to the sound [oi]. Usually this is written eu; neu [NOI] 'new', heute [HOIte] 'today'; bu where it is the umlaut of au, it is written äu:

das Haus, Häuſer	[dass HAUS, HOIzer]	*'the house, houses'*
die Frau, das Fräulein	[dih FRAU, dass FROI-lain]	*'Mrs., Miss'*
verkaufen, der Verkäufer	[fer-KAUFen, dehr fer-KOIfer]	*'sell, clerk'*

Section B—Word Study and Review of Basic Sentences

1. Word Study (Individual Study)

A. ADJECTIVES

German has two main kinds of noun-modifiers. ou already know all about the ein-words (ein, kein, nd the possessives), the dieſer-words (dieſ- and welch-), nd the word der (der, das, die, etc.). These noun-modfiers are often grouped together under the name IMITING WORDS. The other noun-modifiers are the descriptive words or ADJECTIVES (**words like** *good, bad, black, white,* etc.). Adjectives differ from limiting words in at least two ways: (1) they **have two** whole sets of endings; (2) they can also be used without any ending at all.

Adjectives have no endings when they are used as follows:

Used alone as adjectives

as Bier iſt ſehr **gut.**	The beer is very good.
ieſer Anzug iſt **braun.**	This suit is brown.
as Zimmer ſieht etwas **ſchmutzig** aus.	The room looks a bit dirty.
ier iſt es wahrſcheinlich **anders.**	Here things are probably different.

Used as adverbs

prechen Sie bitte **langſam.**	Please speak slowly.
r kann ſehr **gut** Deutſch ſprechen.	He can speak German very well.
er Mantel paßt Ihnen **ausgezeichnet.**	The overcoat fits you splendidly.
ahren Sie nicht ſo **ſchnell!**	Don't drive so fast!

When adjectives are used in front of nouns, they always have endings. If there isn't any limiting word in front (as in weiße Hemden 'white shirts'), the dieſer-endings are used; we shall take this up in the next unit. If there IS a limiting word in front of the adjective (as in dieſe weißen Hemden 'these white shirts'), th following endings are used. (Sample words: der Anzu 'suit', das Hemd 'shirt', die Jacke 'coat'. In these examples, the word dieſ- stands also for der (das, die) an welch-; and the word ein stands for all the ein-words.

Form 1:	dieſer braun**e** Anzug	ein braun**er** Anzug
Forms 1 and 2:	dieſes braun**e** Hemd	ein braun**es** Hemd
Forms 1 and 2:	dieſe braun**e** Jacke	eine braun**e** Jacke

In these five forms the above endings are used. AS SOON AS YOU CHANGE ANY OF THESE EXPRESSIONS TO ANY OTHER FORM, or T THE PLURAL, the adjective takes the ending **-en**:

Form 2:	dieſen braun**en** Anzug	einen braun**en** Anzug
Plural:	dieſe braun**en** Hemden	meine braun**en** Hemden
Form 3:	mit dieſer braun**en** Jacke	mit einer braun**en** Jacke

Here are some sentences that show all the endings in all forms:

Forms:	der-words	
1	Wieviel koſtet der grau**e** Hut?	How much does the gray hat cost?
	Auf dem Fußboden liegt ein groß**er** Teppich.	On the floor is ('lies') a big rug.
2	Ich habe einen furchtbar**en** Durſt.	I'm awfully thirsty ('have an awful thirst').
3	Sie hat zwei Zimmer ohne Bad im erſt**en** Stock.	She has two rooms with bath in the second (Germa 'first') story.
4	Wie gefällt Ihnen die Farbe meines neu**en** Huts?	How do you like the color of my new hat?
	das-words	
1	Das blau**e** Hemd ſieht viel beſſer aus.	The blue shirt looks much better.
	Es iſt ein gut**es** Café dort.	There's a good café there.

2	Zeigen Sie mir das ander**e** Hemd, bitte.	Show me the other shirt, please.
	Kennen Sie ein gut**es** Geſchäft?	Do you know [of] a good store?
3	Dieſer Hut paßt ſehr gut zu Ihrem neu**en** Mantel.	This hat matches ('fits to') your new overcoat very well.
4	Er wohnt im erſten Stock eines groß**en** Hotels.	He lives on the second (German 'first') floor of a big hotel.

die words

1	Auf dem Tiſch liegt eine ſauber**e** Tiſchdecke.	On the table is ('lies') a clean tablecloth.
2	Er probiert ſeine neu**e** Jacke an.	He tries on his new coat.
3	Der Autobus hält auf der ander**en** Seite der Straße.	The bus stops on the other side of the street.
4	Wie iſt der Name der ander**en** Frau?	What ('how') is the other woman's name?

Plurals

1	Die beid**en** Herren gehen in ein Geſchäft.	The two men ('gentlemen') go into a store.
2	Er verkauft ihm die weiß**en** Hemden.	He sells him the white shirts.
3	Das paßt ſehr gut zu Ihren neu**en** Socken.	That matches ('fits to') your new socks very well.
4	Zeigen Sie mir bitte einen der braun**en** Mäntel!	Please show me one of the brown overcoats.

Summary of adjective endings

Before	der-words	das-words	die-words	*plurals*
1	-e *or* -er	-e *or* -es	-e	-en
2	-en	-e *or* -es	-e	-en
3	-en	-en	-en	-en
4	-en	-en	-en	-en

The longer endings -er and -es are used only after ein, kein, and the possessives.

All these endings are the same even if the noun is not actually said after the adjective, but merely understood:

Welcher Anzug? — Der braun**e**.	Which suit?—The brown one.
Was für ein Anzug? — Ein braun**er**.	What sort of a suit?—A brown one.
Welches Hemd? — Das weiß**e**.	Which shirt?—The white one.
Was für ein Hemd? — Ein weiß**es**.	What sort of a shirt?—A white one.
Welche Socken? — Die blau**en**.	Which socks?—The blue ones.
etc.	etc.

B. VERBS

Jetzt **brauch' ich** noch ein paar Hemden.	Now I also ('yet, still') need a few shirts.
Vielleicht **kauf' ich** mir auch einen neuen Hut.	Maybe I'll buy (me) a new hat, too.
Wenn er mir paßt, **nehm' ich** ihn.	If it fits me, I'll take it. (See *Listening In* 3 in this unit.)

The ending -e of the ich-form of verbs is often left out in everyday speech, especially if the ich comes after the verb.

C. **Was für** 'WHAT SORT OF'.

Was für ein Hut iſt es?	What sort of a hat is it?
Was für einen Mantel hat er?	What kind of an overcoat does he have?
In was für einem Haus wohnen Sie?	What kind of a house do you live in?
Was für Hemden möchten Sie?	What sort of shirts would you like?

Notice that the form of the word ein is determined by the rest of the sentence, and not by the word für (that is, this can't be the preposition für, which is always followed by form 2). Notice also that ein drops out in the plural.

D. MAKING NEW WORDS

Notice how the following noun is put together:

das Warenhaus, ¨er [VAHren-haus, -hoizer] 'department store' = die Ware, –n [VAHre] 'ware' + das Haus, ¨er [HAUS, HOIzer] 'house'

Can you take these nouns apart?

der Badeanzug, ¨e [BAHde-ann-tsuhk, -tsühge] 'bathing suit'
die Badehoſe, –n [BAHde-hohze] 'bathing trunks'
die Schuhgröße, –n [SHUH-grohsse] 'shoe size'
die Sockengröße, –n [ZOCKen-grohsse] 'sock size'

die Hoſentaſche, –n [HOHzen-tashe] 'pants pocket'
die Jackentaſche, –n [YACKen-tashe] 'coat pocket'
die Weſtentaſche, –n [VESten-tashe] 'vest pocket'
die Manteltaſche, –n [MANtel-tashe] 'overcoat pocket'

The following are made up of a preposition plus a noun:

die Hintertür, –en [HINter-tühr] 'back door'
das Unterhemd, –en [UNter-hemt] 'undershirt'
die Unterhoſe, –n [UNter-hohze] 'shorts, drawers'

Notice also the following:

mieten [MIHten] 'rent (from a person)'	vermieten [fer-MIHten] 'rent (to a person)'
kaufen [KAUfen] 'buy'	verkaufen [fer-KAUfen] 'sell'
der Käufer, – [KOIfer] 'buyer'	der Verkäufer, – [fer-KOIfer] 'seller, clerk in a store'

2. Covering English and German of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering first the English, then the German, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences.*

2. Covering the English of Basic Sentences (Individual Study)

Go through the Basic Sentences covering up the English and reading aloud the German. Check up on anything you do not know, until you are sure of everything.

3. What Would You Say? (Individual Study)

Read aloud each of the following and then pick out the expression you think most suitable.

1. *You walk into a store and ask for a hat:*

a. Ich möchte gern einen Hut kaufen.	ich möchte gern ainen HUHT kaufen.
b. Wie gefallt Ihnen dieſer Hut?	vih ge-fellt ihnen DIHzer huht?
c. Zeigen Sie mir bitte einen Mantel!	TSAIgen zih mihr bitte ainen MANtel.

2. *The clerk shows you a brown hat for 9,98 RM (9.98 marks):*

a. Dieſer braune Hut koſtet acht Mark neunzig.	DIHzer braune huht kostet AKHT mark NOINtsich.
b. Zu welchem Preis? Etwa neun Mark neunundachtzig?	tsuh velchem PRAIS? ett-vah NOIN mark NOIN-unt-AKHtsich?
c. Hier iſt ein ſehr ſchöner brauner Hut für neun Mark achtundneunzig.	hihr ist ain ZEHR SHÖHner brauner huht führ NOIN mark AKHT-unt-NOINtsich.

3. *You ask him to show you a gray one you see:*

a. Ich möchte lieber einen grauen haben.	ich möchte lihber ainen GRAUen hahben.
b. Wieviel koſtet der braune da drüben?	vih-fihl kostet dehr BRAUne dah DRÜHben?
c. Zeigen Sie mir bitte den grauen dort!	TSAIgen zih mihr bitte dehn GRAUen dort.

4. *After looking at it, you decide you prefer the brown one:*	
a. Der graue gefällt mir beſſer als der braune.	dehr GRAUe ge-fellt mihr BESSer alss dehr BRAUne.
b. Dieſer gefällt mir nicht ſo gut wie der braune.	DIHzer ge-fellt mihr NICHT zoh GUHT vih dehr BRAUne.
c. Der braune Hut ſieht ſehr gut aus.	dehr BRAUne huht ziht ZEHR GUHT aus.
5. *He agrees, saying that the brown one matches your suit better:*	
a. Ein brauner Hut paßt nicht zu Ihrem Anzug.	ain BRAUner huht PASST nicht tsuh ihrem ANN-tsuhk.
b. Der braune paßt viel beſſer zu Ihrem braunen Anzug.	dehr BRAUne passt FIHL BESSer tsuh ihrem BRAUnen ANN-tsuhk.
c. Ich kann Ihnen auch einen ſehr guten braunen Anzug zeigen.	ich kann ihnen AUKH ainen zehr guhten braunen ANN-tsuhk tsaigen.
6. *Finally you say you'll take the brown one:*	
a. Ich glaube, ich nehme den braunen.	ich GLAUbe ich nehme dehn BRAUnen.
b. Der braune iſt mir viel zu groß.	dehr BRAUne ist mihr FIHL tsuh GROHSS.
c. Nehmen Sie doch den braunen!	NEHmen zih dokh dehn BRAUnen.

Now see if you can complete each of the following sentences correctly in three different ways. The trick is, of course, to get the right endings on the limiting words and adjectives. Be sure you know what each of the sentences means.

SAMPLE QUESTION:

0. Ich möchte gern, ein, blau, (a) Anzug (b) Hemd (c) Hoſe, kaufen.	ich MÖCHte gern, AIN, BLAU, (a) ANN-tsuhk (b) HEMT (c) HOHze, KAUfen.

SAMPLE ANSWER:

a. Ich möchte gern einen blauen Anzug kaufen.	ich MÖCHte gern ainen BLAUen ANN-tsuhk kaufen.
b. Ich möchte gern ein blaues Hemd kaufen.	ich MÖCHte gern ain BLAUes HEMT kaufen.
c. Ich möchte gern eine blaue Hoſe kaufen.	ich MÖCHte gern aine BLAUe HOHze kaufen.
7. Wie gefällt Ihnen, mein, neu, (a) Jacke (b) Weſte (c) Mantel?	vih ge-FELLT ihnen, MAIN, NOI, (a) YACKe (b) VESte (c) MANtel?
8. Dief–, braun, (a) Hoſen (b) Schuhe (c) Socken, gefallen mir beſſer.	DIHZ-, BRAUN, (a) HOHzen (b) SHUHe (c) ZOCKen, ge-fallen mihr BESSer.
9. Ihr, neu (a) Jacke (b) Hut (c) Hemd, ſieht ſehr gut aus.	IHR, NOI, (a) YACKe (b) HUHT (c) HEMT, ziht ZEHR GUHT aus.
10. Haben Sie, kein, grau, (a) Mäntel (b) Hemden (c) Socken, in meiner Größe?	HAHben zih, KAIN, GRAU, (a) MENtel (b) HEMden (c) ZOCKen, inn mainer GRÖHsse?
11. Dieſer graue Hut paßt ſehr gut zu, Ihr, neu, (a) Hemd (b) Socken (c) Jacke.	dihzer graue HUHT passt ZEHR GUHT tsuh, IHR, NOI, (a) HEMT (b) ZOCKen (c) YACKe.
12. Zeigen Sie mir bitte, der ander–, (a) Schuhe (b) Weſte (c) Hut, da drüben.	TSAIgen zih mihr bitte, DEHR, ANder-, (a) SHUHe (b) VESTe (c) HUHT, dah DRÜHben.

SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in German for each of the exercises in the preceding section, when the Leader calls for them. Then, as the Leader calls for them, give the English equivalents of all the expressions in the exercise.

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct German for each English expression, without having to read it from the book. The Leader or one of the members of the group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the German immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, then take parts and carry on the conversation.

1. *Meyer walks up to a clerk in a store.*

Unit 8, Record Side 3, after 1st spiral. (78 RPM)

(33⅓ RPM) Record Side 8, after 1st spiral.

Verkäufer:	Guten Tag, womit kann ich Ihnen dienen?	guhten TAHK, voh-MITT kann ich ihnen DIHnen?
Meyer:	Ich möchte gern einen Mantel kaufen.	ich möchte gern ainen MANtel kaufen.
Verkäufer:	Welche Größe, bitte?	velche GRÖHsse, bitte?
Meyer:	Ich weiß es nicht genau.	ich VAISS ess nicht ge-NAU.
	Ich bin nämlich Amerikaner,	ich binn nehm-lich ahmehrihKAHner,
	und die Größen ſind hier in Deutſchland	unt dih GRÖHssen zint hihr inn DOITSH-lant
	wahrſcheinlich anders als in Amerika.	vahr-shain-lich ANderss alss inn ahMEHrihkah.
Verkäufer:	Was iſt Ihre Größe in Amerika?	vass ist ihre gröhsse inn ahMEHrihkah?
Meyer:	Achtunddreißig.	AKHT-unt-DRAIssich.
Verkäufer:	Ich weiß ſchon Beſcheid.	ich VAISS shohn be-SHAIT.
	Bitte ſchön, hier iſt ein ſehr ſchöner Mantel in Ihrer Größe.	BITTe shöhn, hihr ist ain ZEHR SHÖHner MANtel inn IHrer GRÖHsse.

Meyer:	Der iſt aber grau.	dehr ist ahber GRAU.
	Ich möchte lieber einen braunen haben.	ich möchte lihber ainen BRAUnen hahben.
Verkäufer:	Einen braunen Mantel?	ainen BRAUnen mantel?
	Nein, wir haben leider keine braunen Mäntel in Ihrer Größe.	NAIN, vihr hahben LAIder KAIne BRAUnen mentel inn ihrer GRÖHsse.
	Hier iſt aber ein ſehr ſchöner brauner Mantel in Größe vierzig.	HIHR ist ahber ain ZEHR SHÖHner BRAUner MANtel inn gröhsse FIRRtsich.
Meyer:	Ich glaube, vierzig iſt mir zu groß.	ich glaube FIRRtsich ist mihr tsuh GROHSS.
Verkäufer:	Probieren Sie ihn doch an!	prohBIHren zih ihn dokh ANN.
Meyer:	Nein, er paßt nicht.	NAIN, ehr PASST nicht.
	Wo kann ich ſonſt einen Mantel bekommen?	voh kann ich ZONST ainen mantel be-kommen?
Verkäufer:	Kennen Sie das große Warenhaus in der Königſtraße?	KENNen zih dass grohsse VAHren-haus inn dehr KÖHnich-shtrahsse?
Meyer:	Das Warenhaus neben der Univerſität?	dass VAHren-haus nehben dehr uhnihverzihTEHT?
Verkäufer:	Ja, gehen Sie dahin.	YAH, gehen zih dah-HINN.
	Vielleicht können Sie dort einen braunen Mantel in Ihrer Größe finden.	fihlaicht können zih DORT ainen BRAUnen MANtel inn ihrer GRÖHsse finden.
Meyer:	Vielen Dank.	fihlen DANGK.
Verkäufer:	Bitte ſchön, keine Urſache.	BITTe shöhn, kaine UHR-zakhe.

2. *Meyer asks his way to the store*

Unit 8, Record Side 4, beginning. (78 RPM)

Meyer:	Bitte, Herr Wachtmeiſter, wo iſt die Königſtraße?	BITTe, herr VAKHT-maister, voh ist dih KÖHnich-shtrahsse?
	Ich ſuche ein Warenhaus dort.	ich zuhkhe ain VAHren-haus dort
Wachtmeiſter:	Von welchem Warenhaus ſprechen Sie?	fonn VELchem VAHren-haus SHPRECHen zih?
Meyer:	Ich ſpreche von dem Warenhaus neben der Univerſität.	ich shpreche fonn dehm VAHren-haus nehben dehr uhnihverzihTEHT.
Wachtmeiſter:	Nehmen Sie Straßenbahn ſechsundſechzig, oder Autobus neunzehn.	nehmen zih SHTRAHssen-bahn ZEKS-unt-ZECHtsich, ohder AUtoh-buss NOIN-tsehn.
	Die Halteſtelle iſt dort drüben.	dih HALte-shtelle ist dort DRÜHben.
Meyer:	Beſten Dank, Herr Wachtmeiſter.	besten DANGK, herr VAKHT-maister.

3. *In the store.*

Unit 8, Record Side 4, after 1st spiral. (78 RPM)

Meyer:	Können Sie mir bitte ſagen, wo man Mäntel kaufen kann?	KÖNNen zih mihr bitte ZAHgen voh mann MENtel kaufen kann?
	Ich ſuche nämlich einen Mantel für mich.	ich zuhkhe nehm-lich ainen MANtel führ mich.
Portier:	Mäntel finden Sie im erſten Stock.	MENtel finden zih imm EHRsten SHTOCK.
Verkäufer:	Womit kann ich Ihnen dienen?	voh-MITT kann ich ihnen DIHnen?

Meyer:	Ich möchte einen braunen Mantel	ich möchte ainen BRAUnen MANtel
	amerikaniſche Größe achtunddreißig	ahmehrihKAHnishe GRÖHsse AKHT-unt-DRAIssich
	für mich haben.*	führ mich hahben.
	Haben Sie etwas in der Farbe und Größe?	HAHben zih ett-vass inn dehr FARbe unt GRÖHsse?
Verkäufer:	Ja, natürlich.	YAH, nahTÜHR-lich.
	Wir haben alle Größen in allen Farben.	vihr hahben ALLe GRÖHssen inn ALLen FARben.
Meyer:	Dieſer Mantel da gefällt mir ſehr gut.	dihzer MANtel dah ge-fellt mihr ZEHR GUHT.
	Wieviel koſtet er?	vih-fihl KOStet ehr?
Verkäufer:	Fünfunddreißig Mark.	FÜNV-unt-DRAIssich MARK.
Meyer:	Gut. Wenn er mir paßt, nehm' ich ihn.	GUHT, venn ehr mihr PASST, NEHM‿ich ihn.
After having tried it on:		
	Paßt ausgezeichnet.	passt AUS-ge-TSAICHnet.
	Ich nehme dieſen Mantel.	ich NEHme dihzen mantel.

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*Ich möchte einen braunen Mantel amerikaniſche Größe 38 für mich haben.
'I'd like to have (for myself) a brown overcoat, American size 38'.

4. *Koenig is helping Meyer pack his things for a trip.*

Unit 8, Record Side 4, after 2nd spiral. (78 RPM)

König:	Haben Sie jetzt alles?	hahben zih yetst ALLes?
Meyer:	Ja, ich habe zwei Anzüge,	YAH, ich hahbe TSVAI ANN-tsühge,
	ein Paar Schuhe,	AIN pahr SHUHe,
	und ſechs Hemden.	unt ZEKS HEMden.
König:	Sind das die Hemden?	zint DASS dih HEMden?
Meyer:	Ja.	YAH.
König:	Aber die ſind doch alle ſchmutzig!	ahber dih zint dokh alle SHMUTsich!
Meyer:	Um Gottes willen!	umm GOTTes VILLen!
	Das ſind meine ſchmutzigen Hemden!	dass zint maine SHMUTsigen hemden!
	Wo ſind die ſauberen?	voh zint dih ZAUberen?
König:	Hier.	HIHR.
	Sie liegen hier auf dem Stuhl.	zih lihgen hier auf dehm SHTUHL.
	Haben Sie auch Socken?	hahben zih aukh ZOCKen?
Meyer:	Ja, hier.	YAH, HIHR.
König:	Zum Donnerwetter!	tsumm DONNer-vetter!
	Das ſind doch nicht Ihre Socken!	dass zint dokh nicht IHre ZOCKen!
	Das ſind meine!	dass zint MAIne!
Meyer:	Sind das wirklich Ihre?	zint dass VIRK-lich IHre?

König:	Zeigen Sie ſie mal her!*	tsaigen zih zih mahl HEHR.
	Ja, ſie gehören alle mir.	YAH, zih ge-höhren ALLe MIHR.
Meyer:	Wo ſind denn meine?	voh zint denn MAIne?
König:	Wie ſoll ich das wiſſen?	vih zoll ich dass VISSen?
Meyer:	Ich muß ſie aber finden.	ich muss zih ahber FINden.
	Ach, dort ſind ſie.	AKH, DORT zint zih.
	Sie liegen da drüben auf dem Bett.	zih lihgen dah DRÜHben auf dehm BETT
König:	Was brauchen Sie ſonſt?	vass braukhen zih ZONST?
Meyer:	Ich glaube, ich habe jetzt alles.	ich GLAUbe ich hahbe yetst ALLes.
König:	Haben Sie auch Geld?	hahben zih aukh GELT?
Meyer:	Nein, ich fahre erſt mit dem Autobus zur Bank	NAIN, ich fahre EHRST mitt dehm AUtoh-buss tsurr BANGK,
	und dann zum Bahnhof.	unt DANN tsumm BAHN-hohf.

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*Zeigen Sie ſie mal her! 'Let me look at them' ('show you them once to-here')

SECTION E—CONVERSATION

1. Covering the German in Basic Sentences (Individual Study)

Cover the German of the *Basic Sentences* and practice saying the German equivalents of the English expressions.

2. Vocabulary Check-Up

Give the German expressions for the English equivalents in the *Basic Sentences* as the Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

1. You now know the names of quite a number of objects to buy: fountain pens, pencils, erasers, ink; cigarettes, cigars, pipes, matches; and the various articles of clothing in this unit. Pick out three or four of these objects and go into a store and buy them. The group member who takes the part of the clerk (or salesgirl) should ask questions about the quantity desired, the color, the size, etc., and should give a good sales talk. Be sure to ask about the price and add up the total.

2. You meet a friend, ask how he is, offer him a smoke, and invite him to a café for a drink. Then you ask where he's working now and how much he gets per month. You both talk about where you live and how much you have to spend for your rooms. Finally you discuss the high cost of living: you need a new suit (or hat, or overcoat), would like to buy some shirts (or shoes, or socks), but you can't afford them. Finally he suggests going to the movies, so you pay the waitress and leave.

3. Let each member of the group take a piece of paper, write down the prices of two things he is going to buy, and add up the total. For example, you are thinking of buying a hat for 8,50 RM and a pair of shoes for 10,00 RM. You write down: 8,50 + 10,00 = 18,50 RM (this RM stands for Reichsmark [RAICHS--mark] 'Reich marks'). Then you say to the group: Ich kaufe mir einen Hut für acht Mark fünfzig und ein Paar Schuhe für zehn Mark. Say this twice, so they will all get it. Then turn to some member of the group and ask: Wieviel muß ich bezahlen? If he has done the arithmetic properly (on paper or in his head), he will answer: Sie müſſen achtzehn Mark fünfzig bezahlen. If his answer is wrong (you can always check it by your written total), say Nein!, and ask someone else the same question. (This practice is of course intended to familiarize you with German prices and numbers. You will find German shopkeepers, etc., perfectly honest, but it still doesn't do you any harm if you can check up on their totals.)

(Numbers are perhaps the hardest things to learn in a foreign language. If you really want to learn how to handle German numbers, do all your counting in German. You will be surprised how many times each day you have to do a bit of simple counting. Do this counting in German, and you will quickly get the hang of German numbers.)

Section F—Conversation (*Cont.*)

Continue the conversations started in Section E, with a review of parts 1 and 2 of the section if necessary.

FINDER LIST

achtzehn [AKH-tsehn] 'eighteen'

achtzig [AKHtsich] 'eighty'

alles [ALLes] 'everything, all'

ander- [ANder-] 'other, different'; form without ending is anders

der Anzug,¨e [ANN-tsuhk, -tsühge] 'suit (of clothes)'

ausgezeichnet [AUS-ge-TSAICHnet] 'splendid(ly), excellent(ly)'

bekommen [be-KOMMen] 'get, receive'

der Beſcheid,-e [be-SHAIT] 'information'; ich weiß Beſcheid 'I know about it, I understand all right'

bezahlen [be-TSAHlen] 'pay'

blau [BLAU] 'blue'

braun [BRAUN] 'brown'

dienen [DIHnen] (plus form 3) 'serve'; womit kann ich Ihnen dienen? 'what can I do for you?'

dreißig [DRAIssich] 'thirty'

dreizehn [DRAI-tsehn] 'thirteen'

etwa [ETT-vah] 'approximately, about'

die Farbe,-n [FARbe] 'color'

fünfzehn [FÜNF-tsehn] 'fifteen'

fünfzig [FÜNFtsich] 'fifty'

für [FÜHR] (plus form 2) 'for'

geben [GEHben]: ich gebe . . . aus 'I spend'

genau [ge-NAU] 'exact(ly)'

das Geſchäft,-e [ge-SHEFT] 'store'

grau [GRAU] 'gray'

die Größe,-n [GRÖHsse] 'size'

das Hemd,-en [HEMT] 'shirt'

die Hoſe,-n [HOHze] '(pair of) pants, trousers'

hundert [HUNdert] '(a) hundred'

der Hut,¨e [HUHT, HÜHte] 'hat'

die Jacke,–n [YACKe] 'coat (of a suit)'

kaufen [KAUfen] 'buy'; ich kaufe mir etwas 'I buy (me) something'

leiſten [LAIsten]: ich kann mir . . . leiſten 'I can afford'

der Mantel,¨ [MANtel, MENtel] 'overcoat'

die Million,–en [millYOHN] 'million'; eine Million 'a million'

neu [NOI] 'new'

neunzehn [NOIN-tsehn] 'nineteen'

neunzig [NOIN-tsich] 'ninety'

noch [NOKH] 'still, yet, in addition'

null [NULL] 'zero'

das Paar,–e [PAHR] 'pair'; ein Paar Schuhe 'a pair of shoes'; ein paar Schuhe 'a few shoes'

paſſen [PASSen] (plus form 3) 'fit'; es paßt zu 'it matches'

der Preis,–e [PRAIS] 'price'

probieren [prohBIHren] 'test, try out'; ich probiere . . . an 'I try on'

der Schuh,–e [SHUH] 'shoe'

ſechzehn [ZECH-tsehn] 'sixteen'

ſechzig [ZECHtsich] 'sixty'

ſiebzehn [ZIHP-tsehn] 'seventeen'

ſiebzig [ZIHPtsich] 'seventy'

die Socke,–n [ZOCKe] 'sock'

ſonſt [ZONST] 'otherwise, else'

tauſend [TAUzent] '(a) thousand'

teuer [TOIer] 'expensive'

verkaufen [fer-KAUfen] 'sell'

der Verkäufer,– [fer-KOIfer] 'clerk (in a store)'

vierzehn [FIRR-tsehn] 'fourteen'

vierzig [FIRRtsich] 'forty'

wahrſcheinlich [vahr-SHAIN-lich] 'probable, -ly'

das Warenhaus,¨er [VAHren-haus, -hoizer] 'department store'

was für [VASS führ] 'what kind of'; was für ein 'what kind of a'

weiß [VAISS] 'white'

die Weſte,–n [VESte] 'vest'

wickeln [VICKeln]: ich wickle . . . ein 'I wrap up'

zwanzig [TSVANtsich] 'twenty'

UNIT 9

LET'S EAT

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, concentrating on the *Aids to Listening*, as you have done before. Then go through the *Hints on Spelling and Pronunciation*. Go once through the *Basic Sentences* individually trying to follow the *Conventional Spelling* as much as possible. The last time through individually, you should be able to follow the *Conventional Spelling* without any trouble.

1. Basic Sentences

Mr. Meyer and Miss Fischer sit down at a table in a restaurant.

Unit 9, Record Side 1, beginning. (78 RPM)

(33⅓ RPM) Record Side 9, beginning.

ENGLISH EQUIVALENTS	*CONVENTIONAL SPELLING*	*AIDS TO LISTENING*
plates	Teller (der Teller)	TELLer (dehr TELLer)
On the table are ('stand') two plates.	Auf dem Tiſch ſtehen zwei Teller.	auf dehm TISH shtehen TSVAI TELLer.
each (form 3 before der*-words)*	jedem	YEHdem
napkin	Serviette (die)	zerVYETTe (dih)
knife	Meſſer (das)	MESSer (dass)
fork	Gabel (die)	GAHbel (dih)
spoon	Löffel (der)	LÖFFel (dehr)
Beside each plate are ('lie') a napkin, a knife, a fork, and a spoon.	Neben jedem Teller liegen eine Serviette, ein Meſſer, eine Gabel und ein Löffel.	nehben YEHdem TELLer lihgen aine zerVYETTe, ain MESSer, aine GAHbel, und ain LÖFFel.

Meyer

hunger	Hunger (der)	HUNGer (dehr)
I'm very hungry ('I have great hunger').	Ich habe großen Hunger.	ich hahbe GROHssen HUNGer.
(Mr.) waiter	Herr Ober (der)	herr OHber (dehr)
the menu	die Speiſekarte	dih SHPAIze-karte
Waiter, the menu (please)!	Herr Ober, die Speiſekarte, bitte!	herr OHber, dih SHPAIze-karte, bitte!

To Miss Fischer:

order	beſtellen	be-SHTELLen
What may I order for you?	Was darf ich für Sie beſtellen?	vass darf ich führ zih be-SHTELLen?

They look over the menu, and then Meyer orders:

soup	Suppe (die)	ZUPPe (dih)
roast-veal	Kalbsbraten (der)	KALPS-brahten (dehr)
vegetable[s]	Gemüſe (das)	ge-MÜHze (dass)
[Some] soup, and roast veal with (some) vegetables, please.	Suppe, und Kalbsbraten mit etwas Gemüſe, bitte.	ZUPPe, unt KALPS-brahten mitt ett-vass ge-MÜHze, bitte.
salt	Salz (das)	ZALTS (dass)
pepper	Pfeffer (der)	PFEFFer (dehr)
Bring us [some] salt and pepper, too.	Bringen Sie uns auch Salz und Pfeffer.	bringen zih unss aukh ZALTS unt PFEFFer.
There isn't any on this table ('on this table stand they not').	Auf dieſem Tiſch ſtehen ſie nicht.	auf dihzem tish SHTEHen zih nicht.

lady	Dame (die)	DAHme (dih)
cup	Taſſe (die)	TASSe (dih)
[of] hot (with ending -en)	heiß(en)	HAIssen
tea	Tee (der)	TEH (dehr)
Bring (for) the lady a cup [of] hot tea, please, and bring me ('for me') a glass [of] beer.	Bringen Sie bitte für die Dame eine Taſſe heißen Tee, und für mich ein Glas Bier.	bringen zih bitte führ dih DAHme aine TASSe HAIssen TEH, unt führ MICH ain glahs BIHR.
	Waiter	
dark (with ending -es)	dunk(e)l(es)	DUNGkles
Light or dark?	Helles oder dunkles?	HELLes ohder DUNGkles?
	Meyer	
Light, please.	Helles, bitte.	HELLes, bitte.

While they are eating the main course:

tastes-good	ſchmeckt	SHMECKT
meal, food	Eſſen (das)	ESSen (dass)
Does the food taste good?	Schmeckt Ihnen das Eſſen?	SHMECKT ihnen dass essen?
	Miss Fischer	
Yes, it tastes fine.	Ja, es ſchmeckt ausgezeichnet.	YAH, ess shmeckt AUS-ge-TSAICHnet.

Unit 9, Record Side 2, beginning. (78 RPM)

(the) most	die meiſten	dih MAIsten
(the) Germans	Deutſchen	DOItshen
for ('to-the') breakfast	zum Frühſtück	tsumm FRÜH-shtück
What do most Germans eat for breakfast?	Was eſſen die meiſten Deutſchen zum Frühſtück?	vass ESSen dih MAIsten DOItshen tsumm FRÜH-shtück?
	Miss Fischer	
never	nie	NIH
Oh, we never eat very much—	Ach, wir eſſen nie ſehr viel —	AKH, vihr ESSen NIH zehr FIHL—

rolls	Brötchen (das)	BRÖHT-chen (dass)
butter	Butter (die)	BUTTer (dih)
a few rolls with butter, and a cup [of] coffee.	ein paar Brötchen mit Butter, und eine Taſſe Kaffee.	ain pahr BRÖHT-chen mitt BUTTer, unt aine tasse KAFFeh.
noons ('middays')	mittags	MITTahks
always	immer	IMMer
something warm	etwas Warmes	ett-vass VARmes
In the middle of the day you always eat something hot, don't you?	Mittags eſſen Sie immer etwas Warmes, nicht wahr?	MITTahks essen zih immer ett-vass VARmes, nicht VAHR?
	Miss Fischer	
Yes.	Ja.	YAH
	Waiter	
wish	wünſchen	VÜNshen
lady-and-gentleman	Herrſchaften	HERR-shaften
for-the ('to-the')	zum	TSUMM
dessert	Nachtiſch (der)	NAHKH-tish (dehr)
Oh excuse me, what will you have for dessert?	Ach Verzeihung, was wünſchen die Herrſchaften zum Nachtiſch?	akh fer-TSAIung, vass VÜNshen dih herr-shaften tsumm NAHKH-tish?
	Meyer	
fruit	Obſt (das)	OHPST (dass)
cake	Kuchen (der)	KUHkhen (dehr)
For the lady some fruit, and for me some cake.	Für die Dame etwas Obſt, und für mich etwas Kuchen.	führ dih DAHme ett-vass OHPST, unt führ MICH ett-vass KUHkhen.
But the lady hasn't any spoon, and I have no fork	Aber die Dame hat keinen Löffel, und ich habe keine Gabel.	ahber dih DAHme hatt kainen LÖFFel, unt ICH hahbe kaine GAHbel.

To Miss Fischer:

What do you eat in the evening?	Was eſſen Sie abends?	vass essen zih AHbents?
mostly	meiſtens	MAIstenss
something cold	etwas Kaltes	ett-vass KALtes
Usually just something cold —	Meiſtens nur etwas Kaltes —	MAIstenss nuhr ett-vass KALtes—

Unit 9, Record Side 3, beginning. (78 RPM)

cheese	Käſe (der)	KEHze (dehr)
sausage	Wurſt (die)	VURST (dih)
Bread with cheese and sausage, and some fruit for dessert.	Brot mit Käſe und Wurſt, und etwas Obſt zum Nachtiſch.	BROHT mitt KEHze unt VURST, unt ett-vass OHPST tsumm NAHKH-tish.
afternoons	nachmittags	NAHKH-mittahks
But we also drink coffee in the afternoon,	Wir trinken aber auch nachmittags Kaffee,	vihr TRINGken ahber aukh NAHKH-mittahks KAFFeh,
thereto	dazu	dah-TSUH
and eat cake with it.	und eſſen Kuchen dazu.	unt essen KUHkhen dah-tsuh.

Meyer

black	ſchwarz	SHVARTS
Do you drink the coffee black?	Trinken Sie den Kaffee ſchwarz?	tringken zih dehn kaffeh SHVARTS?

Miss Fischer

sugar	Zucker (der)	TSUCKer (dehr)
cream	Sahne (die)	ZAHne (dih)
Yes, or with sugar and cream.	Ja, oder mit Zucker und Sahne.	YAH, ohder mitt TSUCKer unt ZAHne.

At the end of the meal:

	Meyer	
please pay	bitte zahlen!	bitte TSAHlen!
Waiter, the bill, please!	Herr Ober, bitte zahlen!	herr OHber, bitte TSAHlen!

Before you go through the *Basic Sentences* a second time, read the following:

2. Hints on Spelling and Pronunciation

1. The alphabet.

A question that a foreigner often has to ask is: Wie ſchreibt man das? 'How is that spelled ('how writes one that')?', or: Wie ſchreiben Sie Ihren Namen? 'How do you spell ('write') your name?' In order to understand the answers you will get to such questions, you will want to know the German names for the letters of the alphabet. Listen to your Guide (or the speaker on the phonograph records) as he says each letter twice, and repeat after him.

The names of the letters of the German alphabet are:

Unit 9, Record Side 3, after 1st spiral (78 RPM)

A	a	[AH]	H	h	[HAH]
B	b	[BEH]	I	i	[IH]
C	c	[TSEH]	J	i	[YOTT]
D	d	[DEH]	K	k	[KAH]
E	e	[EH]	L	l	[ELL]
F	f	[EFF]	M	m	[EMM]
G	g	[GEH]	N	n	[ENN]

(33⅓ RPM) Record Side 9, after 1st spiral.

O	o	[OH]	V	v	[FAU]
P	p	[PEH]	W	w	[VEH]
Q	q	[KUH]	X	x	[IKS]
R	r	[ERR]	Y	y	[ÜPsihlonn]
S	ſ	[ESS]	Z	z	[TSETT]
T	t	[TEH]			
U	u	[UH]			

The following combinations are also used:

Unit 9, Record Side 4, beginning. (78 RPM)

Ä	ä	[ÄH]	Ö	ö	[ÖH]	Ü	ü	[ÜH]	ß	[ESS-TSETT]

Saying the alphabet is also an excellent chance to check up on your pronunciation. Go through the letters again and pay special attention to the sounds, imitating as exactly as you can. Practice long [ah] in saying the letters a, h, k; long [eh] in b, c, d, e, g, p, t, w; long [ih] in i; long [oh] in o; long [uh] in q, u; long [öh] in ö; and long [üh] in ü. Practice short [e] in f, l, m, n, r, ſ, z, ß; short [i] in x; short [o] in j, v; and short [ü] in y. Check up on your German [l] by seeing if you can say the name of the letter l the way your Guide does; check up on the kind of [r] the Germans say after a short vowel by saying the name of the letter r.

The letters ä, ö, ü, and ß don't have any special place of their own in alphabetical lists; ä is listed as if it were a, ö as if it were o, ü as if it were u, and ß as if it were ſſ. The letters ä, ö, ü are less commonly called a-Umlaut, o-Umlaut, u-Umlaut [AH UMM-laut, OH UMM-laut, UH UMM-laut]. They used to be written ae, oe, ue, and this spelling still survives in a few names: Goebbels [GÖBBelss]. They are also written this way in telegrams (the International Morse Code has no signals for ä, ö, ü) and in foreign publications that do not have the special types. That is why our newspapers, quite correctly, print *der Fuehrer* for der Führer [FÜHrer] 'leader', *Goering* for Göring [GÖHring], etc. Similarly, if the special type is missing, ß may be printed *ss: die Wilhelmstrasse* for die Wilhelmſtraße [VILL-helm-shtrahsse].

You will notice that the name of the letter ä is [ÄH]; this sounds like our *e* in *bed* if you drawl the word: [BÄHD]. (The German [e] in das Bett [BETT] 'bed' has the same quality, but is much shorter.) Remember, however, that in a word this ä is pronounced like long or short e. Hence you will spell the word der Käſe 'cheese' [KAH, ÄH, ESS, EH], but you will still pronounce it [KEHze]; or you will spell das Geſchäft [GEH, EH, ESS, TSEH, HAH, ÄH, EFF, TEH], but you will still pronounce it [ge-SHEFT].

2. The sound [s].

Between short vowels		*Spelling in all other positions*			
paſſen	*'fit'*	es paßt	*'it fits'*	groß	*'big'*
müſſen	*'must'*	er muß	*'he must'*	ich heiße	*'my name is'*
eſſen	*'eat'*	das Eßzimmer	*'dining room'*	die Straße	*'street'*
[PASSen]		[ess PASST]		[GROHSS]	
[MÜSSen]		[ehr MUSS]		[ich HAIsse]	
[ESSen]		[dass ESS-tsimmer]		[dih SHTRAHsse]	

You will remember that the sound [z] is written in the conventional spelling with the letter ſ. For the sound [s] there are two spellings, ſſ and ß. Between short vowels double ſſ is used (according to the principle that a short vowel is followed by two consonant letters); after long vowels and vowel combinations ß is used (according to the principle that a long vowel is followed by only one consonant letter). This ß is also written (1) before t: paßt; (2) at the end of a word: muß; and (3) at the end of part of a word: das Eßzimmer. (If you should ever have occasion to write any German, it is perfectly all right for you to write double *ss* for both the printed ſſ and the printed ß Many Germans do this. Some use a special way o writing the ß which your Guide can probably show you, if you are interested.)

3. Capital Letters.

Wir eſſen abends nur etwas Kaltes — Brot mit Käſe und Wurſt, und etwas Obſt zum Nachtiſch.	*In the evening we just eat something cold—bread with cheese and sausage, and some fruit for dessert.*
Setzen Sie ſich hin!	*Sit down!*
Wie geht es Ihnen und Ihrem Bruder?	*How are you and your brother?*

As in English, the first word in a sentence is capitalized. In addition, all nouns are capitalized; all adjectives are capitalized when they are used after etwas; and the various forms of the words Sie 'you' and Ihr 'your' are capitalized (this distinguishes them, in spelling only, from the various forms of the words ſie 'they' and ihr 'their'). Oddly enough, the word ſich, even when it means 'yourself', is never capitalized. (Notice that the word ich 'I' is NEVER capitalized, except, of course, at the beginning of a sentence.)

4. Writing words together.

Wo iſt die Straßenbahnhalteſtelle?	*Where is the street car stop?*
Die Schreibtiſchlampe iſt unten im Wohnzimmer.	*The desk lamp is downstairs in the living room.*

Compound words (words made up of one or more other words) are always written together, with neither a space nor a hyphen between the various parts.

Er **ſieht** ſich das Eßzimmer **an.**	*He takes a look at the dining room.*
Er will ſich das Eßzimmer **anſehen.**	*He wants to take a look at the dining room.*
Er geht hinunter, um ſich das Eßzimmer **anzuſehen.**	*He goes downstairs to take a look at the dining room.*

When an accented adverb comes in front of the verb it goes with, the two are always written together.

If zu comes between them, all three words are written together.

Section B—Word Study and Review of Basic Sentences

1. Word Study (Individual Study)

A. ADJECTIVES

In the last unit we took up the endings that adjectives have when there is a limiting-word in front of them. If an adjective is simply followed by a noun (stated or understood), and has no limiting word in front of it, it takes the same endings as the word dieſ- 'this':

Forms

der-words

1	Hier iſt eine Taſſe heiß**er** Kaffee für Sie.	*Here's a cup [of] hot coffee for you.*
2	Ich habe groß**en** Hunger.	*I'm very hungry ('have great hunger').*
3	Brot und Wurſt mit heiß**em** Tee.	*Bread and sausage with hot tea.*

das-words

1	Guten Tag, gnädig**es** Fräulein.	*How do you do, Miss ——.*
2	Möchten Sie hell**es** oder dunkl**es** Bier?	*Would you like light or dark beer?*
3	Man macht Tee mit **heißem** Waſſer.	*You make tea with hot water.*

die-words

1	Guten Tag, gnädig**e** Frau.	*How do you do, Mrs. ——.*
2	Bringen Sie mir einen Teller heiß**e** Suppe!	*Bring me a plate [of] hot soup.*
3	Brot mit Käſe und **kalter** Wurſt.	*Bread with cheese and cold sausage.*

Plurals

1	Wir lernen beid**e** Deutſch.	*We're both learning German.*
2	Ich muß mir zwei weiß**e** Hemden kaufen.	*I've got to buy (me) two white shirts.*
3	Fleiſch mit Gemüſe und neu**en** Kartoffeln.	*Meat with vegetables and new potatoes.*

Summary of adjective endings

Before		der-words	das-words	die-words	*plurals*
	1	-er	-es	-e	-e
	2	-en	-es	-e	-e
	3	-em	-em	-er	-en
	4	( )	( )	( )	( )

If we omit form 4, these endings are identical with the endings of the dieſer-words (dieſ- 'this', welch- 'which', and the new word jed- 'each, every').

(Examples of an adjective in form 4 without any preceding limiting-word are very rare. You will do best simply to memorize the few examples you may eventually hear, rather than to try to remember what the endings are. Before die-words and plurals the ending is -er, as you expect. An example would be, with the word die Klaſſe 'class': eine Fahrkarte **erſter** Klaſſe [aine FAHR-karte EHRster KLASSe] 'a travel-card of first class', i.e. 'a first-class ticket'. Before der- and das-words the ending is not -es, as you would expect, but -en. An example would be, with the word der Rang [RANG] 'rank, class': ein Hotel erſten Ranges 'a hotel of first rank', i.e. 'a first-class hotel'.)

Notice particularly that form 4 is NOT used in such expressions as *a cup of hot coffee*. Here the German says literally *a cup hot coffee*, with all four words in the same form:

1	Hier iſt eine Taſſe heiß**er** Kaffee.	*Here's a cup [of] hot coffee.*
2	Bringen Sie mir eine Taſſe heiß**en** Kaffee.	*Bring me a cup [of] hot coffee.*
3	Brot und Käſe mit einer Taſſe heiß**em** Kaffee.	*Bread and cheese with a cup [of] hot coffee.*

B. THE WORD Deutſch– 'GERMAN (PERSON)'

Forms		
	Man or boy: der-forms	
1	Wer iſt der Deutſch**e** dort?	*Who's the German (man) there?*
	Er iſt Deutſch**er**.	*He's [a] German (man).*
	Der iſt kein Deutſch**er**.	*That fellow's no German (man).*
2	Kennen Sie den Deutſch**en** dort?	*Do you know that German (man) there?*
3	Sie geht mit einem Deutſch**en** ins Kino.	*She goes to the movies with a German (man).*
	Woman or girl: die-forms	
1	Wer iſt die Deutſch**e** dort?	*Who's the German (woman) there?*
	Sie iſt Deutſch**e**.	*She's [a] German (woman).*
	Die iſt keine Deutſch**e**.	*That girl's no German (woman).*
2	Kennen Sie die Deutſch**e** dort?	*Do you know that German (woman) there?*
3	Er geht mit einer Deutſch**en** ins Kino.	*He goes to the movies with a German (girl).*
	Plural: plural forms	
1	Wer ſind die Deutſch**en** dort?	*Who are those Germans there?*
	Sie ſind Deutſch**e**.	*They are Germans.*
	Die ſind keine Deutſch**en**.	*Those people are no Germans.*
2	Kennen Sie die Deutſch**en** dort?	*Do you know those Germans there?*
3	Wir gehen mit den Deutſch**en** ins Kino.	*We're going to the movies with those Germans.*

The word Deutſch- 'German (person)' takes adjective endings. When it refers to a man or boy, it has the endings that are used before der-words. Hence form 1 is der Deutſche 'the German-one (male)', just like der braune 'the brown one' (talking about, say, der Anzug); or kein Deutſcher 'no German-one (male)', just like ein brauner 'a brown one'. Similarly in form 2 den Deutſchen 'the German-one (male)', just like den braunen he brown one', etc. When it refers to a woman or rl, it has the endings that are used before die-words: e Deutſche 'the German-one (female)', keine Deutſche 'no erman-one (female)', just like die braune 'the brown ne', eine braune 'a brown one' (talking about, say, e Jacke). The plural has the regular plural adjective dings: Deutſche 'German-ones', just like braune 'brown ones'; die Deutſchen 'the German-ones', just like die braunen 'the brown ones'. Notice, however, that it takes endings where an adjective never does: Der Mann iſt Deutſcher 'that man's [a] German' (contrast Der Anzug iſt braun 'the suit is brown'); Die Frau iſt Deutſche 'that woman's [a] German' (contrast Die Jacke iſt braun 'the coat is brown').

C. TIMES OF DAY, MEALS

der Morgen,	morgens	*the morning,*	*in the morning*
der Mittag,	mittags	*the noon,*	*at noon*
der Nachmittag,	nachmittags	*the afternoon,*	*in the afternoon*
der Abend,	abends	*the evening,*	*in the evening*

The Germans have names for the following four meals:

das Frühſtück	*breakfast (usually just rolls and coffee)*
das Mittageſſen	*noon dinner (heavy meal of day, always something hot)*
das Abendbrot	*supper (light evening meal, usually just something cold)*
das Abendeſſen	*evening dinner (heavier evening meal)*

Er ißt Frühſtück.	*He's eating breakfast.*
Er ißt zu Mittag.	*He's eating noon dinner ('at noon').*
Er ißt Abendbrot.	*He's eating supper.*
Er ißt zu Abend.	*He's eating his evening meal (light or heavy).*

The words Mittageſſen and Abendeſſen are never used after forms of the verb eſſen. Instead, you say zu Mittag t noon', zu Abend 'at evening'.

D MAKING NEW WORDS

der Braten,– [BRAHten] *'roast'*
das Kalb,¨er [KALP, KELber] *'calf'*
das Schwein,–e [SHVAIN] *'pig'*
die Karte,–n [KARte] *'card'*
frűh [FRÜH] *'early'*

braten (er brät) [BRAHten, BREHT] *'roast, fry'*
ſpeiſen [SHPAIzen] *'dine'*
nach [NAHKH] (plus form 3) *'after'* (*also means 'towards'*)

With this much help, can you figure out how the following words are put together?

der Kalbsbraten,– [KALPS-brahten] *'roast veal'*
das Kalbfleiſch [KALP-flaish] *'veal'*
der Schweinebraten,– [SHVAIne-brahten] *'roast pork'*
das Schweinefleiſch [SHVAIne-flaish] *'pork'*
Bratkartoffeln [BRAHT-kartoffeln] *'fried potatoes'*
Salzkartoffeln [ZALTS-kartoffeln] *'boiled potatoes'*
die Speiſekarte,–n [SHPAIze-karte] *'menu'*
die Weinkarte,–n [VAIN-karte] *'wine list'*
der Vormittag,–e [FOHR-mittahk] *'forenoon'*
der Nachmittag,–e [NAHKH-mittahk] *'afternoon'*

der Nachtiſch,–e [NAHKH-tish] *'dessert'*
das Frühſtück,–e [FRÜH-shtück] *'breakfast'*
das Mittageſſen,– [MITTahk-essen] *'noon dinner'*
das Abendeſſen,– [AHbent-essen] *'evening dinner'*
das Abendbrot,–e [AHbent-broht] *'supper'*
das Butterbrot,–e [BUTTer-broht] *'sandwich'* (slice of bread with butter and perhaps sausage or cheese on it)
die Fleiſchſuppe,–n [FLAISH-zuppe] *'meat soup'*
die Gemüſeſuppe,–n [ge-MÜHze-zuppe] *'vegetable soup'*

2. Covering English and German of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering, first the English, then the German, an making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences.*

2. Covering the English of Basic Sentences (Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the German. Check up on anything you do not know, until you are sure of everything.

3. What Would You Say?

Read aloud the following and pick out the expression you think most suitable:

1. *You ask where you can get a good dinner (in the evening):*

a.	Wie ſchmeckt Ihnen das Abendeſſen?	vih SHMECKT ihnen dass AHbent-essen?
b.	Was gibt es heute zum Abendeſſen?	vass GIPT ess hoite tsumm AHbent-essen?
c.	Wo kann man gut zu Abend eſſen?	voh kann mann guht tsuh AHbent essen?

2. *You go into the recommended restaurant and ask the waitress for the menu:*

a.	Fräulein, die Speiſekarte, bitte!	FROI-lain, dih SHPAIze-karte, bitte.
b.	Herr Ober, die Weinkarte, bitte!	herr OHber, dih VAIN-karte, bitte.
c.	Fräulein, bitte zahlen!	FROI-lain, bitte TSAHlen.

3. *You ask for roast pork, boiled potatoes, and vegetables:*

a.	Ich möchte gern Schweinebraten, Salzkartoffeln und Gemüſe.	ich möchte gern SHVAIne-brahten, ZALTS-kartoffeln, unt ge-MÜHze.
b.	Bringen Sie mir bitte Kalbfleiſch mit Bratkartoffeln und Obſt.	bringen zih mihr bitte KALP-flaish mit BRAHT--kartoffeln unt OHPST.
c.	Schweinebraten, Bratkartoffeln und ein Helles, bitte.	SHVAIne-brahten, BRAHT-kartoffeln, unt ain HELLes, bitte.

4. *The waitress asks what you want to drink:*

a. Was trinken Sie lieber, Bier oder Wein?	vass tringken zih LIHber, BIHR ohder VAIN?
b. Was darf ich Ihnen zu trinken bringen?	vass darf ich ihnen tsuh TRINGken bringen?
c. Ich kann die Weinkarte leider nicht finden.	ich kann dih VAIN-karte LAIder nicht FINden.

5. *You order a glass of light beer:*

a. Bringen Sie mir bitte ein Dunkles!	BRINGen zih mihr bitte ain DUNGkles.
b. Wünſchen Sie helles oder dunkles Bier?	vünshen zih HELLes ohder DUNGkles bihr?
c. Ein Helles, bitte!	AIN HELLes, bitte.

6. *At the end of the meal you say to the waitress:*

a. Die Speiſekarte, bitte!	dih SHPAIze-karte, bitte.
b. Fräulein, bitte zahlen!	FROI-lain, bitte TSAHlen.
c. Schmeckt Ihnen das Eſſen?	SHMECKT ihnen dass ESSen?

Now see if you can complete each of the following sentences correctly in several different ways. The trick is, o course, to get the right endings on the adjectives.

7. Hier iſt eine Taſſe, heiß, (a) Tee (b) Kaffee, für Sie.	HIHR ist aine tasse, HAISS, (a) TEH (b) KAFFeh führ zih.
8. Bringen Sie mir bitte eine Taſſe, heiß, (a) Tee (b) Kaffee!	BRINGen zih mihr bitte aine tasse, HAISS, (a) TEH (b) KAFFeh.
9. Ich möchte gern ein Glas, kalt, (a) Milch (b) Waſſer (c) Wein (d) Bier.	ich MÖCHte gern ain glahs, KALT, (a) MILCH (b) VASSer (c) VAIN (d) BIHR.
10. Bitte ſchön, hier iſt ein Glas, kalt, (a) Milch (b) Waſſer (c) Wein (d) Bier.	BITTe shöhn, hihr ist ain glahs, KALT, (a) MILC (b) VASSer (c) VAIN (d) BIHR.

1. Ich muß mir zwei, neu, (a) Hemden (b) Anzüge (c) Jacken (d) Hüte, kaufen.	ich muss mihr TSVAI, NOI, (a) HEMden (b) ANN-tsühge (c) YACKen (d) HÜHte, kaufen.
2. Blaue Socken paſſen ſehr gut zu, grau, (a) Hemden (b) Anzüge (c) Hüte.	BLAUe ZOCKen passen zehr GUHT tsuh, GRAU, (a) HEMden (b) ANN-tsühge (c) HÜHte.
3: Man bekommt dort ſehr, gut, (a) Kalbsbraten (b) Suppe (c) Gemüſe (d) Kartoffeln (e) Bier (f) Kaffee.	mann be-kommt dort ZEHR, GUHT, (a) KALPS-brahten (b) ZUPPe (c) ge-MÜHze (d) karTOFFeln (e) BIHR (f) KAFFeh.
4. Gut, (a) Kalbfleiſch (b) Butter (c) Wein (d) Kaffee, iſt teuer.	GUHT, (a) KALP-flaish (b) BUTTer (c) VAIN (d) KAFFeh, ist TOIer.

SECTION D—LISTENING IN

. What Did you Say?

Give your answers in German for each of the exer-ises in the preceding section, when the Leader calls r them. Then, as the Leader calls for them, give the nglish equivalents of all the expressions in the xercise.

. Word Study Check-Up

As you have done in the previous units, go back the *Word Study* and give the correct German for ach English expression, without having to read it from the book. The Leader or one of the members of the group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by your Guide or phonograph record. Repeat the German immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, then take parts and carry on the conversation.

1. *Table conversation.*

Unit 9, Record Side 4, after 1st spiral. (78 RPM) **(33⅓ RPM) Record Side 9, after 2nd spiral**

A:	Ich habe einen furchtbaren Hunger.	ich hahbe ainen FURCHT-bahren HUNGe
	Was gibt es heute zum Mittageſſen?	vass gipt ess hoite tsumm MITTahk-essen?
B:	Kalbsbraten mit Gemüſe.	KALPS-brahten mitt ge-MÜHze.
A:	Was! Gibt es denn keine Suppe?	VASS! gipt ess denn kaine ZUPPe?
B:	Doch. Hier iſt die Suppe.	DOKH. HIHR ist dih ZUPPe.
A:	Mmm, ſie ſchmeckt ausgezeichnet.	MMM, zih shmeckt AUS-ge-TSAICHnet.
B:	Hier iſt der Kalbsbraten.	HIHR ist dehr KALPS-brahten.
A:	Ach, der ſieht aber ſehr gut aus!	AKH, dehr ziht ahber ZEHR GUHT aus!
	Zum Donnerwetter!	tsumm DONNer-vetter!
	Meine Gabel iſt ſchmutzig.	maine GAHbel ist SHMUTsich.
	Geben Sie mir ſchnell eine ſaubere!	gehben zih mihr SHNELL aine zaubere!
B:	Ach Verzeihung! Hier, bitte ſehr.	akh fer-TSAIung! hihr BITTe zehr.
A:	Danke ſchön.	DANGke shöhn.
	Darf ich bitte das Salz haben?	darf ich bitte dass ZALTS hahben?
B:	Bitte ſehr.	BITTe zehr.
A:	So, jetzt ſchmeckt der Kalbsbraten beſſer.	ZOH, YETST shmeckt dehr KALPS-brahte BESSer.
	Was gibt es zum Nachtiſch?	vass gipt ess tsumm NAHKH-tish?

B: Kuchen.	KUHkhen.
A: Gibt es auch Kaffee dazu?	gipt ess aukh KAFFeh dah-tsuh?
B: Aber natürlich.	ahber nahTÜHR-lich.
Trinken Sie ihn mit oder ohne Sahne?	tringken zih ihn MITT ohder OHNE zahne?
A: Mit Sahne und Zucker, bitte.	mitt ZAHne unt TSUCKer, bitte.

2. *Two friends are discussing the places where they eat.*

Unit 9, Record Side 4, after 2nd spiral. (78 RPM)

A: Wo eſſen Sie zu Mittag?	voh ESSen zih tsuh MITTahk?
Im Palaſt Hotel?	imm paLAST-hohtell?
B: Ach nein, das iſt mir viel zu teuer.	akh NAIN, dass ist mihr FIHL tsuh TOIer.
Ich eſſe meiſtens in einem kleinen Reſtaurant in der Königſtraße.	ich **esse** MAIstenss inn ainem KLAInen restohRA^{NG} inn dehr KÖHnich-shtrahsse.
Sie kennen es wahrſcheinlich nicht.	zih KENNen ess vahr-shain-lich nicht.
A: Iſt es das kleine Reſtaurant neben dem Bahnhof?	ist ess dass KLAIne restohRA^{NG} nehben dehm BAHN-hohf?
B: Ja.	YAH.
A: Wie iſt das Eſſen dort?	vih ist dass ESSen dort?
B: Es iſt wirklich ſehr gut.	ess ist VIRK-lich zehr GUHT.
Man kann dort ausgezeichneten Kalbsbraten bekommen.	mann kann dort AUS-ge-tsaichneten KALPS-brahten be-kommen.

A:	Wie iſt der Kaffee?	vih ist dehr KAFFeh?
	Ich trinke nur guten Kaffee.	ich tringke NUHR GUHten kaffeh.
B:	Das weiß ich nicht,	dass VAISS ich nicht,
	ich trinke immer Bier.	ich tringke IMMer BIHR.
A:	Ich eſſe in einem Reſtaurant neben der Univerſität.	ich esse inn ainem restohRA^NG nehben dehr uhnihverzihTEHT.
	Das Eſſen iſt gut, aber der Kaffee iſt furchtbar.	dass ESSen ist GUHT, ahber dehr KAFFeh ist FURCHT-bahr.
B:	Wo eſſen Sie abends?	voh essen zih AHbents?
A:	Meiſtens in der Penſion.	maistenss inn dehr pa^ngZYOHN.
	Ich könnte natürlich auch abends in der Stadt eſſen,	ich könnte nahtühr-lich aukh AHbents inn dehr SHTATT essen,
	aber die Penſion iſt viel beſſer.	ahber dih pa^ngZYOHN ist FIHL BESSer.
B:	Sie eſſen Frühſtück wahrſcheinlich auch in der Penſion, nicht wahr?	zih essen FRÜH-shtück vahr-shain-lich AUKH inn dehr pa^ngzyohn, nicht VAHR?
A:	Ja, immer.	YAH, IMMer.

3. *You're complaining to a waiter.*

[illegible] 9, Record Side 4, after 3rd spiral. (78 RPM)

Sie:	Herr Ober, ich kann nicht an dieſem Tiſch ſitzen.	herr OHber, ich kann nicht ann dihzem TISH zitsen.
	Der Stuhl iſt kaputt.	dehr SHTUHL ist kaPUTT.

Er:	**Möchten Sie lieber hier an dieſem Tiſch ſitzen?**	möchten zih lihber hihr ann DIHzem tish zitsen?
Sie:	Herr Ober, womit ſoll ich dieſe Suppe eſſen?	herr OHber, VOH-mitt zoll ich dihze ZUPPe essen?
	Mit einer Gabel?	mitt ainer GAHbel?
Er:	Ach Verzeihung.	akh fer-TSAIung.
	Ich bringe Ihnen einen Löffel.	ich bringe ihnen ainen LÖFFel.
Sie:	Jetzt iſt die Suppe kalt.	yetst ist dih zuppe KALT.
	Und das Bier iſt warm.	unt dass BIHR ist VARM.
	Ich möchte gerne warme Suppe **und kaltes Bier,**	ich möchte gerne VARme ZUPPe unt KALtes BIHR,
	nicht kalte Suppe und warmes Bier.	NICHT KALte zuppe unt VARmes bihr.
Er:	Verzeihung, ich bringe Ihnen einen **Teller warme Suppe und ein** anderes Glas Bier.	fer-TSAIung, ich BRINGe ihnen ainen TELLer VARme ZUPPe unt ain ANderes GLAHS BIHR.

SECTION E—CONVERSATION

1. Covering the German in Basic Sentences (Individual Study)

Cover the German of the *Basic Sentences* and practice saying the German equivalents of the English expressions.

2. Vocabulary Check-Up

Give the German expressions for the English equivalents in the *Basic Sentences* as the Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

1. Go into a restaurant and order a complete meal for two. (The other group member takes the part of the waiter.)
2. Complain to a waiter: the tablecloth (die Tiſchdecke) is dirty; the chair is broken; you haven't any salt and pepper; your fork is dirty and you haven't any spoon; the coffee tastes like (wie) ink; the meal costs too much; this is an awful restaurant and you'll never come again.
3. Tell someone what the Germans eat at their various meals.
4. Discuss your likes and dislikes as regards food: Do you like to eat meat? What sort of meat? What do you like to drink best? What do you like to eat best for dessert? etc.
5. You and a friend are eating at a restaurant, and are talking about where you eat what meals, and why (meat good here, beer good there, etc.). Interrupt the conversation to ask for the salt, the sugar, etc., or to order something from the waiter.
6. Ask someone what his name is. You don't understand, and so you ask him how he spells it.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E, with a review of parts 1 and 2 of the section if necessary.

FINDER LIST

der Abend,–e [AHbent] 'evening'; **ich eſſe zu Abend** 'I eat (evening) dinner'; **abends** 'in the evening'

das Abendbrot,–e [AHbent-broht] 'supper'

das Abendeſſen,– [AHbent-essen] '(evening) dinner'

beſtellen [be-SHTELLen] 'order'

das Brötchen,– [BRÖHT-chen] 'roll'

die Butter [BUTTer] 'butter'

die Dame,–n [DAHme] 'lady'

Deutſch– [DOITSH-] 'German person'

dunkel [DUNGkel] 'dark'; ein Dunkles! 'one dark beer!'

das Eſſen,– [ESSen] 'meal, food'

die Gabel,–n [GAHbel] 'fork'

das Gemüſe,– [ge MÜHze] 'vegetable(s)'

heiß [HAISS] 'hot'

hell [HELL] 'light'; ein Helles! 'one light beer!'

Herrſchaften [HERR-shaften] 'lady and gentleman, ladies and gentlemen'

der Hunger [HUNGer] 'hunger'; ich habe Hunger 'I'm hungry'

immer [IMMer] 'always'

jed– [YEHD-] 'each, every' (takes dieſer-endings, but not used in plural)

der Kalbsbraten,– [KALPS-brahten] 'roast veal'

kalt [KALT] 'cold'

der Käſe,– [KEHze] 'cheese'

der Kuchen,– [KUHkhen] 'cake'

der Löffel,– [LÖFFel] 'spoon'

meiſt– [MAIST-]: der (das, die, etc.) meiſt– 'most'; meiſtens 'mostly, usually'

das Meſſer,– [MESSer] 'knife'

der Mittag,–e [MITTahk] 'noon'; ich eſſe zu Mittag 'I eat (noon) dinner'; mittags 'at noon'

das Mittageſſen,– [MITTahk-essen] '(noon) dinner'

der Morgen,– [MORgen] 'morning'; morgens 'in the morning'

der Nachmittag,–e [NAHKH-mittahk] 'afternoon'; nachmittags 'in the afternoon'

der Nachtiſch,–e [NAHKH-tish] 'dessert'

nie [NIH] 'never'

der Ober,– [OHber] 'waiter'; Herr Ober! 'waiter!'

das Obſt [OHPST] 'fruit'

der Pfeffer,– [PFEFFer] 'pepper'

die Sahne [ZAHne] 'cream'

das Salz,–e [ZALTS] 'salt'

ſchmecken [SHMECKen] 'taste'; es ſchmeckt (mir) 'it tastes good (to me)'

ſchwarz [SHVARTS] 'black'

die Serviette,-n [zerVYETTe] 'napkin'
die Speiſekarte,-n [SHPAIze-karte] 'menu'
die Suppe,-n [ZUPPe] 'soup'
die Taſſe,-n [TASSe] 'cup'
der Tee,-s [TEH] 'tea'

der Teller,- [TELLer] 'plate'
warm [VARM] 'warm'
wünſchen [VÜNshen] 'wish'
die Wurſt,¨e [VURST, VÜRste] 'sausage
zahlen [TSAHlen]: bitte zahlen! 'the bill, please!'
der Zucker [TSUCKer] 'sugar'

UNIT 10

LET'S TALK ABOUT THE WEATHER

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, concentrating on the *Aids to Listening*, as you have done before. Then go through the section *Check Your Pronunciation*. Go once through the *Basic Sentences* individually trying to follow the *Conventional Spelling* as much as possible. The last time through individually, you should be able to follow the *Conventional Spelling* without any trouble.

1. Basic Sentences

ENGLISH EQUIVALENTS	CONVENTIONAL SPELLING	AIDS TO LISTENING
Unit 10, Record Side 1, beginning. (78 RPM)		**(33⅓ RPM) Record Side 10, beginning.**
	Meyer	
weather	Wetter (das)	VETTer (dass)
How do you like ('how find you') the weather today?	Wie finden Sie das Wetter heute?	vih finden zih dass VETTer hoite?
	Miss Fischer	
wonderful (with ending –es)	wunderbar(es)	VUNder-bahres
Oh, the weather's wonderful today ('today is wonderful weather'), don't you think so ('find you not')?	Ach, heute iſt wunderbares Wetter, finden Sie nicht?	AKH, hoite ist VUNder-bahres VETTer, finden zih NICHT?

	Meyer	
Summer	Sommer (der)	ZOMMer (dehr)
season	Jahreszeit (die)	YAHres-tsait (dih)
Sure, in Germany the summer's the nicest season [there is].	Doch, in Deutſchland iſt der Sommer die ſchönſte Jahreszeit.	DOKH, inn DOITSH-lant ist dehr ZOMMer dih SHÖHNste YAHres-tsait.
	Miss Fischer	
How's the weather in New York?	Wie iſt das Wetter in New York?	vih ist das vetter in *New YORK?*
warmer	wärmer	VERmer
dryer	trockener	TROCKener
In the summer it's warmer and dryer than here, isn't it?	Im Sommer iſt es wärmer und trockener als hier, nicht wahr?	imm ZOMMer ist ess VERmer unt TROCKener alss HIHR, nicht VAHR?
	Meyer	
Yes.	Ja.	YAH.
	Miss Fischer	
when	wann	VANN
the hottest	am heißeſten	amm HAIssesten
Well, when is it the hottest?	Wann iſt es denn am heißeſten?	vann ist ess denn amm HAIssesten?
	Meyer	
August	Auguſt (der)	auGUST (dehr)
whole	ganz	GANTS
(of-the) year	Jahres (das Jahr)	YAHres (dass YAHR)
(The) August is probably the hottest month of the whole year.	Der Auguſt iſt wahrſcheinlich der heißeſte Monat des ganzen Jahres.	dehr auGUST ist vahr-shain-lich dehr HAIsseste MOHnatt dess GANtsen YAHres.

Miss Fischer

rain	Regen (der)	REHgen (dehr)
Do you have much rain in (the) August?	Haben Sie viel Regen im Auguſt?	hahben zih fihl REHgen imm august?

Meyer

as-a-matter-of-fact	an ſich	ann ZICH
little	wenig	VEHnich
No, as a matter of fact we have very little.	Nein, wir haben an ſich ſehr wenig.	NAIN, vihr hahben ann zich zehr VEHnich.
thunderstorm	Gewitter (das)	ge-VITTer (dass)
But we have more thunderstorms than you [do] here.	Aber wir haben mehr Gewitter als Sie hier.	ahber vihr hahben mehr ge-VITTer alss zih hihr.

Unit 10, Record Side 2, beginning. (78 RPM)

(you) like gladly	mögen gern	MÖHgen GERN
Do you like thunderstorms?	Mögen Sie gern Gewitter?	möhgen zih gern ge-VITTer?

Miss Fischer

terrible	ſchrecklich	SHRECK-lich
No, I think they're ('I find them') terrible.	Nein, ich finde ſie ſchrecklich.	NAIN, ich finde zih SHRECK-lich.

Meyer

(I) like	mag	MAHK
Oh, I like them a lot ('very gladly').	Ach, ich mag ſie ſehr gern.	akh, ICH mahk zih zehr GERN.
when	wenn	VENN
(it) lightnings	blitzt	BLITST
(it) thunders	donnert	DONNert
It's beautiful when it rains, thunders, and lightnings.	Es iſt ſchön, wenn es regnet, blitzt und donnert.	ess ist SHÖHN venn ess REHgnet, BLITST, unt DONNert.

	Miss Fischer	
with ('by') you	bei Ihnen	bai IHnen
spring	Frühling (der)	FRÜH-ling (dehr)
What's the nicest season in your country, (the) spring?	Was iſt bei Ihnen die ſchönſte Jahreszeit, der Frühling?	vass ist bai IHnen dih shöhnste yahres-tsait, dehr FRÜH-ling?
	Meyer	
short (with ending -en)	kurz(en)	KURtsen
No, we have only a very short spring.	Nein, wir haben nur einen ſehr kurzen Frühling.	NAIN, vihr hahben nuhr ainen zehr KURtsen früh-ling.
fall	Herbſt (der)	HERPST (dehr)
(the) nicest	am ſchönſten	amm SHÖHNsten
The fall is probably the nicest.	Der Herbſt iſt wahrſcheinlich am ſchönſten.	dehr HERPST ist vahr-shain-lich amm SHÖHNsten.
wonderfully-beautiful } *(with ending -e)*	wunderſchön(e)	VUNder-shöhne
long	lang(e)	LANGe
nights	Nächte (die Nacht)	NECHte (dih NAKHT)
Then we have wonderful long nights.	Wir haben dann wunderſchöne lange Nächte.	vihr hahben dann VUNder-shöhne lange NECHte.
magnificent	herrlich	HERR-lich
It's really something!	Ach, es iſt herrlich!	akh, ess ist HERR-lich!
	Miss Fischer	
winter	Winter (der)	VINter (dehr)
I like the winter (the) best.	Ich mag den Winter am liebſten.	ich mahk dehn VINter amm lihpsten.
	Meyer	
Do you ('yes')?	Ja?	YAH?

(it) snows	ſchneit	SHNAIT
often	oft	OFT
North-Germany	Norddeutſchland	NORT-doitsh-lant
Well does it snow very often here in northern Germany?	Schneit es denn ſehr oft hier in Norddeutſchland?	SHNAIT ess denn zehr oft hihr inn NORT-doitsh-lant?

Unit 10, Record Side 3, beginning. (78 RPM)

Miss Fischer

seldom	ſelten	ZELten
No, very seldom.	Nein, ſehr ſelten.	NAIN, zehr ZELten.
damp	feucht	FOICHT
The weather's damp,	Das Wetter iſt feucht,	dass vetter ist FOICHT,
fog	Nebel (der)	NEHbel (dehr)
and we have a lot of ('much') fog.	und wir haben viel Nebel.	unt vihr hahben fihl NEHbel.
(I) stay	bleibe	BLAIbe
But I don't stay here.	Aber ich bleibe nicht hier.	ahber ICH blaibe nicht HIHR.
South-Germany	Süddeutſchland	ZÜHT-doitsh-lant
I go to south Germany.	Ich fahre nach Süddeutſchland.	ich fahre nahkh ZÜHT-doitsh-lant.
last (with ending -en)	letzt(en)	LETsten
I was there last winter,	Ich war letzten Winter dort,	ich vahr LETsten VINter dort,
next (with ending -en)	nächſt(en)	NEHCHsten
and I'm going there again next winter, too.	und ich fahre auch nächſten Winter wieder hin.	unt ich fahre aukh NEHCHsten vinter vihder HINN.
run	laufen	LAUfen
ski	Schi (der)	SHIH (dehr)
Do you ski ('run you ski')?	Laufen Sie Schi?	laufen zih SHIH?

Meyer

Only very little.	Nur ſehr wenig.	nuhr zehr VEHnich.
hardly	kaum	KAUM
enough	genug	ge-NUHK
snow	Schnee (der)	SHNEH (dehr)
We have hardly enough snow for it ('thereto').	Wir haben kaum genug Schnee dazu.	vihr hahben KAUM ge-nuhk SHNEH dah-tsuh.

Months of the year (all der*-words)*

Unit 10, Record Side 3, after 1st spiral. (78 RPM)

January	Januar	YANNuhahr
February	Februar	FEHbruhahr
March	März	MERTS
April	April	ahPRILL
May	Mai	MAI
June	Juni	YUHnih
July	Juli	YUHlih
August	Auguſt	auGUST
September	September	zepTEMber
October	Oktober	okTOHber
November	November	nohVEMber
December	Dezember	dehTSEMber

Before you go through the *Basic Sentences* a second time, read the following:

2. Check Your Pronunciation

Turn back to the section on vowels in Learning Unit 1, and read over the directions for the first five short and the first five long vowels. Are you still sure of the pronunciation of these sounds? The short vowels are pretty easy; just be sure that you have been pronouncing short [o] like our *o* in *cost* (only shorter), and not like our *o* in *hot*. Of the long vowels, the hardest are [eh] and [oh]. Remember that our *a* in *gate* is like a German [eh] plus [ih]; be sure to leave the [ih] off when you say German geht [GEHT] 'goes'. Similarly, our *o* in *shone* is like a German [oh] plus [uh]; be sure to leave the [uh] off when you say German ſchon [SHOHN] 'already'.

To practice these two vowels, listen to your Guide (or the speaker on the records) as he says the following words and sentences, and repeat right after him.

PRACTICE 1

Unit 10, Record Side 3, after 2nd spiral. (78 RPM) **(33⅓ RPM) Record Side 10, after 1st spiral.**

geht	GEHT	*goes*
Wir haben ſehr wenig Regen.	vihr hahben **ZEHR VEH**nich **REH**gen.	*We have very little rain.*
Nebel und Schnee.	**NEH**bel unt **SHNEH**.	*Fog and snow.*
ſchon	**SHOHN**	*already*
Herr Ober, etwas Obſt, bitte!	herr **OH**ber, ett-vass **OHPST**, bitte!	*Waiter, some fruit, please!*

Practice these words until everyone can say them easily and correctly.

Now read over the description of the four umlauted vowels: [ö], [öh], [ü], and [üh]. Do you still remember how to make them?

For [ö]: round your lips as for [o], then try to say [e].

For [öh]: round your lips as for [oh], then try to say [eh].

For [ü]: round your lips as for [u], then try to say [i].

For [üh]: round your lips as for [uh], then try to say [ih].

Try saying these sounds in the words given as examples in Unit 1. Then listen to your Guide (or the speaker on the records) as he says the following sentences, and repeat right after him.

PRACTICE 2

Unit 10, Record Side 3, after 3rd spiral. (78 RPM)

Ich möchte zwölf Löffel haben.	ich möchte TSVÖLF LÖFFel hahben.	*I'd like to have twelve spoons.*
Mögen Sie ſchöne Brötchen?	MÖHgen zih SHÖHne BRÖHT-chen?	*Do you like nice rolls?*
Sie müſſen fünf Stücke haben.	zih müssen FÜNF SHTÜCKe hahben.	*You have to have five pieces.*
Natürlich, für mich Gemüſe.	nahTÜHR-lich, führ MICH ge-MÜHze.	*Of course, vegetables for me.*

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study (Individual Study)

A. COMPARISON OF ADJECTIVES

In English, an adjective like *nice* can also have the forms *nicer* and *nicest;* that is, it can be COMPARED. The form *nice* is called the POSITIVE, *nicer* the COMPARATIVE, and *nicest* the SUPERLATIVE. Now notice how German adjectives are compared:

Without endings

Der Herbſt iſt Sie ſchreiben	**ſchön.**	*The fall is* *You write*	*nice(ly).*
	ſchöner.		*nicer.*
	am **ſchönſten.**		*the nicest.*

With endings

Der Juni iſt ein **ſchöner** Monat. Der Juni iſt ein **ſchöner**er Monat. Der Juni iſt der **ſchönſt**e Monat.	*(The) June is a nice month.* *(The) June is a nicer month.* *(The) June is the nicest month.*

Summary

Positive	ſchön
Comparative	ſchöner
Superlative	ſchönſt–

The comparative and superlative are not simply different forms of the positive; they are completely new words all by themselves, and can take the same endings as any other adjectives:

Das iſt ein **wärmer**er Mantel als dieſer hier.	*That's a warmer overcoat than this one here.*
Berlin hat **trockener**es Wetter als New York.	*Berlin has dryer weather than New York.*
Ich wohne jetzt in einer **beſſer**en Penſion.	*I'm living in a better boarding house now.*
Der Herbſt iſt die **ſchönſt**e Jahreszeit.	*The fall is the nicest season.*
Er kauft ſich den **teuerſt**en Anzug im ganzen Geſchäft.	*He buys (himself) the most expensive suit in the whole store.*
Es war am **heißeſt**en Tag des ganzen Jahres.	*It was on the hottest day of the whole year.*

You will remember that adjectives have no endings when they are used alone, or when they are used as adverbs. This is true not only in the positive, but also in the comparative and superlative. The only peculiar thing is that the form without ending of the superlative has an **am** in front of it, and an **-en** behind Hence we get things like the following:

Der Herbſt iſt **am ſchönſten.**	*The fall is the nicest.*
Wann iſt es denn **am heißeſten?**	*Well when is it the hottest?*
Ich mag den Winter **am liebſten.**	*I like the winter the best.*

Welches Bild gefällt Ihnen **am beſten?**	*Which picture do you like the best?*
König trinkt **am meiſten.**	*Koenig drinks the most.*
Mein Zimmer iſt **am kleinſten.**	*My room is the smallest.*

You can form the comparative and superlative of most adjectives simply by adding -er and -ſt- to the positive. However, there are a few automatic changes:

heiß	heißer	heißeſt–	HAISS	HAIsser	HAIssest-	*hot, etc.*
feucht	feuchter	feuchteſt–	FOICHT	FOICHter	FOICHtest-	*damp, etc.*
neu	neuer	neu(e)ſt–	NOI	NOIer	NOI(e)st-	*new, etc.*
teuer	teurer	teuerſt–	TOIer	TOIrer	TOIerst-	*expensive, etc.*
wenig	weniger	wenigſt–	VEHnich	VEHniger	VEHnichst-	*little, etc.*

Adjectives that end in the sounds [s] and [t] always add an e before the ſt of the superlative: heißeſt–, feuchteſt–; adjectives that end in a vowel or vowel combination usually do the same thing: neueſt- (but in rapid speech neuſt-). The word teuer drops its second e in the comparative: teurer. You already know that [ig] is unvoiced to [ich] at the end of a word or before [s]; hence weniger [VEHniger] with [ig], but wenig [VEHnich] and wenigſt- [VEHnichst-] with [ich].

Most one-syllable adjectives take umlaut in the comparative and superlative, if this is possible (that is, if the positive has the vowels a, o, u, or au). We have had the following:

[a] — [e]	kalt	kälter	kälteſt–	KALT	KELter	KELtest-	*cold, etc.*
	lang	länger	längſt–	LANG	LENGer	LENGST-	*long, etc.*
	warm	wärmer	wärmſt–	VARM	VERmer	VERMST-	*warm, etc.*
[o] — [ö]	oft	öfter	öfteſt–	OFT	ÖFter	ÖFtest-	*often, etc.*
[u] — [ü]	kurz	kürzer	kürzeſt–	KURTS	KÜRtser	KÜRtsest-	*short, etc.*

In the *Finder Lists*, this will always be indicated as follows: kalt (¨) [KALT, KELter, KELtest-] 'cold'; etc.

The following adjectives are compared irregularly:

viel	mehr	meiſt-	FIHL	MEHR	MAIST-	*much, etc.*
gern(e)	lieber	liebſt-	GERN(e)	LIHber	LIHPST-	*gladly, etc.*
groß	größer	größt-	GROHSS	GRÖHsser	GRÖHSST-	*big, etc.*
gut	beſſer	beſt-	GUHT	BESSer	BEST-	*good, etc.*

(In English we have a great many adjectives that are never compared. For example, we never say *naturaler, naturalest.* Instead we put the words *more* and *most* in front of the positive, and say *more natural, most natural;* this takes the place of comparison. German never does this. No matter how long a German adjective may be, it can be compared: natürlicher, natürlichſt-, etc.)

B. ADJECTIVES THAT DO NOT TAKE ENDINGS

Wir haben	mehr	Schnee.	*We have*	*more*	*snow.*
	weniger			*less*	
	genug			*enough*	

The adjectives mehr, weniger, and genug never take endings.

Wir haben	viel	Schnee.	*We have*	*lots of (a large amount of)*	*snow.*
	wenig			*little (a small amount of)*	
Wir eſſen	viel	Kartoffeln.	*We eat*	*lots of (a large amount of)*	*potatoes.*
	wenig			*few (a small amount of)*	

Viele Deutſche	trinken Wein.	*Lots of (a large number of) Germans*	*drink wine.*
Wenige Amerikaner		*Few (a small number of) Americans*	

The adjectives viel and wenig never take endings before a singular noun; before a plural noun they take endings when they mean 'a large number of', but not when they mean 'a large amount of'.

C. TIME EXPRESSIONS

Ich war letzten Winter in Berlin,	*I was in Berlin last winter,*
aber ich fahre dieſen Winter nach Süddeutſchland.	*but I'm going to south Germany this winter.*
Ich fahre jeden Tag in die Stadt.	*I drive down town every day.*

Usually when a noun is used in some sort of time expression, it has a preposition in front of it: im Sommer 'in the summer', im Auguſt 'in (the) August'. Sometimes, however, as in the sentences above, it is used without any preposition. In such cases the noun is always in form 2. letzten Winter, dieſen Winter, jeden Tag. Other examples would be letzten Sommer, nächſten Sommer, dieſen Sommer, jeden Sommer; letztes Jahr, nächſtes Jahr, dieſes Jahr, jedes Jahr, etc.

Notice also that each of the above sentences contains both a time expression (letzten Winter, dieſen Winter, jeden Tag) and a place expression (in Berlin, nach Süddeutſchland, in die Stadt). In English the place expression is usually said before the time expression. In German it is nearly always the other way around: time before place.

D. HOW TO SAY 'I AM COLD,' ETC.

Mir iſt kalt.	*I'm cold* ('in-regard-to-me is cold').
Mir iſt warm.	*I'm warm* ('in-regard-to-me is warm').
Mir iſt heiß.	*I'm hot* ('in-regard-to-me is hot').
Uns iſt etwas kalt.	*We're a bit cold* ('in-regard-to-us is somewhat cold').
Iſt Ihnen zu warm?	*Are you too warm* ('is in-regard-to-you too warm')?

E. MAKING NEW WORDS

das Jahr,–e [YAHR] 'year' (form 4 Jahres) + die Zeit,–en [TSAIT] 'time' = die Jahreszeit,–en [YAHres-tsait] 'season'

früh [FRÜH] 'early' + das Jahr = das Frühjahr [FRÜH-yahr] (another word for 'spring')

der Norden [NORden] 'north':
    Norddeutſchland [NORT-doitsh-lant] 'north Germany'
    Nordamerika [NORT-ahMEHrihkah] 'North America'

der Süden [ZÜHden] 'south':
    Süddeutſchland [ZÜHT-doitsh-lant] 'south Germany'
    Südamerika [ZÜHT-ahMEHrihkah] 'South America'

Verbs made from nouns:

der Blitz,–e [BLITS] 'flash of lightning'	es blitzt [BLITST] 'it lightnings'
der Donner,– [DONNer] 'thunder'	es donnert [DONNert] 'it thunders'
der Regen,– [REHgen] 'rain'	es regnet [REHgnet] 'it rains'
der Schnee [SHNEH] 'snow'	es ſchneit [SHNAIT] 'it snows'
das Bad,–er [BAHT, BEHder] 'bath'	baden [BAHden] 'bathe, take a bath'
die Arbeit,–en [ARbait] 'work'	arbeiten [ARbaiten] 'work'
die Decke,–n [DECKe] 'covering'	decken [DECKen] 'cover'; ich decke den Tiſch 'I set the table'
die Miete,–n [MIHte] 'rent'	mieten [MIHten] 'rent (from a person)'
die Stelle,–n [SHTELLe] 'place, position'	ſtellen [SHTELLen] 'place, put'
die Probe,–n [PROHbe] 'test, try-out'	probieren [prohBIHren] 'test, try out'

With umlaut:

die Farbe,–n [FARbe] 'color'	färben [FERben] 'dye'
der Wunſch,⸗e [VUNSH, VÜNshe] 'wish'	wünſchen [VÜNshen] 'wish'

2. Covering English and German of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering, first the English, then the German, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences.*

2. Covering the English of Basic Sentences (Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the German. Check up on anything you do not know, until you are sure of everything.

3. What Would You Say? (Individual Study)

Read aloud each of the following and then pick out the expression you think most suitable:

1. *You ask a friend how the weather is today:*

a. Heute iſt wunderbares Wetter, finden Sie nicht?	hoite ist VUNder-bahres vetter, finden zih NICHT?
b. Mögen Sie gern Gewitter?	MÖHgen zih gern ge-VITTer?
c. Wie iſt das Wetter heute?	vih ist dass VETTer hoite?

2. *He replies that it's better than this morning, because it's stopped raining:*

a. Es iſt beſſer als heute Morgen; es regnet jetzt nicht mehr.	ess ist BESSer alss hoite MORgen; ess REHgnet yetst nicht mehr.
b. Es regnet jetzt mehr als heute Morgen.	ess rehgnet YETST mehr alss hoite MORgen.
c. Heute Morgen war beſſeres Wetter; es regnet heute Nachmittag.	hoite MORgen vahr BESSeres vetter; ess REHgnet hoite NAHKH-mittahk.

3. *He says that they never have very good weather in northern Germany in the winter:*

a.	Süddeutſchland hat im Winter viel beſſeres Wetter als Norddeutſchland.	ZÜHT-doitsh-lant hatt imm vinter FIHL besseres vetter alss NORT-doitsh-lant.
b.	In Süddeutſchland haben wir im Winter ſehr ſchönes Wetter.	inn ZÜHT-doitsh-lant hahben vihr imm vinter ZEHR SHÖHnes VETTer.
c.	Hier in Norddeutſchland haben wir im Winter nie ſehr gutes Wetter.	hihr inn NORT-doitsh-lant hahben vihr imm vinter NIH zehr guhtes VETTer.

4. *They have very little snow, but a lot of rain and fog:*

a.	Es ſchneit und regnet nicht ſehr viel, aber es iſt ſehr feucht.	ess SHNAIT unt REHgnet nicht zehr fihl, ahber ess ist ZEHR FOICHT.
b.	Wir haben ſehr wenig Schnee, aber viel Regen und Nebel.	vihr hahben zehr vehnich SHNEH, ahber FIHL REHgen unt NEHbel.
c.	Wir haben nicht viel Nebel, aber es ſchneit und regnet ſehr oft.	vihr hahben nicht fihl NEHbel, ahber ess SHNAIT unt REHgnet zehr oft.

5. *You say the winter isn't very nice in New York either:*

a.	Ich war letzten Winter in New York, und es war viel ſchöner als hier.	ich vahr LETsten VINter inn *New YORK*, unt ess vahr FIHL shöhner alss HIHR.
b.	Ich bleibe jeden Winter in New York.	ich blaibe YEHden VINter inn *New YORK*.
c.	In New York iſt der Winter auch nicht ſehr ſchön.	inn *New YORK* ist dehr vinter AUKH nicht zehr shöhn.

6. *You say you like to ski, but you usually don't have enough snow:*

a.	Ich laufe gern Schi, aber es ſchneit meiſtens nicht genug.	ich laufe gern SHIH, ahber ess SHNAIT maistenss nicht ge-nuhk.
b.	Wir haben meiſtens genug Schnee zum Schilaufen.	vihr hahben MAIstenss ge-nuhk shneh tsumm SHIH-laufen.
c.	Es ſchneit genug, aber ich laufe nicht ſehr oft Schi.	ess SHNAIT ge-nuhk, ahber ich LAUfe nicht zehr oft SHIH.

Now see if you can complete each of the following sentences correctly. The trick is, of course, to get the correct form of the comparative or superlative, and then to put the proper ending (if any) on it.

SAMPLE QUESTION:

0. Der Februar iſt (the shortest and coldest) Monat des ganzen Jahres.	dehr FEHbruhahr ist (the shortest and coldest) MOHnatt dess GANtsen YAHres.

SAMPLE ANSWER:

0. Der Februar iſt der kürzeſte und kälteſte Monat des ganzen Jahres.	dehr FEHbruhahr ist dehr KÜRtseste unt KELteste MOHnatt dess GANtsen YAHres.
7. Der Frühling iſt in Deutſchland viel (longer and nicer) als in Amerika.	dehr FRÜH-ling ist inn DOITSH-lant fihl (longer and nicer) alss inn ahMEHrihkah.
8. Das Wetter iſt im Auguſt (the hottest) und im Februar (the coldest).	dass vetter ist imm auGUST (the hottest) unt imm FEHbruhahr (the coldest).
9. Der Juli iſt (a longer and hotter) Monat als der Juni.	dehr YUHlih ist (a longer and hotter) MOHnatt alss dehr YUHnih.
10. Das iſt (the biggest and best) Hotel in Berlin.	dass ist (the biggest and best) hohTELL inn berLIHN.
11. Es regnet im Frühjahr (the most) und im Sommer (the least).	ess rehgnet imm FRÜH-yahr (the most) unt imm ZOMMer (the least).
12. Dieſes Geſchäft hat (better but more expensive) Sachen als das andere.	DIHzes ge-sheft hatt (better but more expensive) zakhen alss dass ANdere.
13. Möchten Sie lieber (a smaller or a larger) Zimmer als dieſes haben?	möchten zih lihber (a smaller or a larger) tsimmer alss DIHzes hahben?
14. Meins iſt (the warmest and nicest) Zimmer in der ganzen Penſion.	MAINSS ist (the warmest and nicest) TSIMMer inn dehr GANtsen pa^{ng}ZYOHN.

SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in German for each of the exercises in the preceding section, when the Leader calls for them. Then, as the Leader calls for them, give the English equivalents of all the expressions in the exercise.

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct German for each English expression, without having to read it from the book. The Leader or one of the members of the group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the German immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again, if necessary, then take parts and carry on the conversation.

1. *Meyer meets a German friend, Koenig, on a hot summer day.*

Unit 10, Record Side 4, beginning. (78 RPM) **(33⅓ RPM) Record Side 10, after 2nd spiral.**

Meyer:	Wie gefällt Ihnen das Wetter heute?	vih ge-fellt ihnen dass VETTer hoite?
	Es iſt etwas warm, nicht wahr?	ess ist ett-vass VARM, nicht VAHR?
König:	Etwas warm!	ett-vass VARM!
	Mir iſt furchtbar heiß!	mihr ist FURCHT-bahr HAISS!
	Es muß der heißeſte Tag des ganzen Sommers ſein.	ess muss dehr HAIsseste TAHK dess GANtsen ZOMMerss zain.
Meyer:	Mögen Sie den Sommer nicht?	MÖHgen zih dehn zommer nicht?

König:	Nein, ich finde ihn ſchrecklich.	NAIN, ich finde ihn SHRECK-lich.
	Es iſt immer ſo heiß und feucht.	ess ist immer zoh HAISS unt FOICHT.
	Ich mag den Winter viel lieber.	ich mahk dehn VINter FIHL LIHber.
Meyer:	Bleiben Sie jeden Winter hier in Berlin?	blaiben zih YEHden VINter HIHR inn berLIHN?
König:	Nein.	NAIN.
Meyer:	Aber Sie waren doch letztes Jahr hier, nicht wahr?	ahber zih vahren dokh LETstes yahr hihr, nicht VAHR?
König:	Ja, aber ich mag den Winter hier in Norddeutſchland nicht gern.	YAH, ahber ich MAHK dehn vinter hihr inn NORT-doitsh-lant nicht GERN.
	Ich fahre meiſtens nach Süddeutſchland zum Schilaufen.	ich fahre MAIstenss nahkh ZÜHT-doitsh-lant tsumm SHIH-laufen.
Meyer:	Wollen Sie das auch dieſes Jahr machen?	vollen zih dass aukh DIHzes yahr makhen?
König:	Ja.	YAH.
Meyer:	Wann fahren Sie denn?	vann FAHren zih denn?
König:	Ich fahre im Januar und komme im Februar wieder.	ich fahre imm YANNuhahr unt komme imm FEHbruhahr VIHder.
Meyer:	Ach, Sie bleiben einen ganzen Monat dort?	AKH, zih blaiben ainen GANtsen MOHnatt dort?
König:	Ja, ich möchte gern noch länger bleiben,	yah, ich MÖCHte gern nokh LENGer blaiben,
	aber ich habe leider nicht genug Geld.	ahber ich hahbe LAIder nicht ge-nuhk GELT.

2. *Meyer goes to a store to buy a pair of shoes*

Unit 10, Record Side 4, after 1st spiral. (78 RPM)

Verkäufer:	Guten Tag,	guhten TAHK,
	womit kann ich Ihnen dienen?	voh-MITT kann ich ihnen DIHnen?
Meyer:	Ich möchte gern ein Paar Schuhe haben.	ich möchte gern ain pahr SHUHe hahben.
Verkäufer:	Sehr gerne.	zehr GERne.
	In welcher Größe, bitte?	inn velcher GRÖHsse, bitte?
Meyer:	Ich glaube 42 (zweiundvierzig),	ich glaube TSVAI-unt-FIRRtsich,
	aber ich weiß es nicht genau.	ahber ich VAISS ess nicht ge-nau.
Verkäufer:	Sollen es weiße, braune, oder ſchwarze Schuhe ſein?	zollen ess VAIsse, BRAUne, ohder SHVARtse shuhe zain?
Meyer:	Braune, bitte.	BRAUne, bitte.
Verkäufer:	Hier hab' ich ein Paar ſehr gute braune Schuhe, und nicht zu teuer.	hihr hahb‿ich ain pahr ZEHR GUHte BRAUne SHUhe, unt NICHT tsuh TOIer.
	Darf ich ſie Ihnen anprobieren?	darf ich zih ihnen ANN-prohbihren?
Meyer:	Der Schuh gefällt mir, aber ich glaube, er iſt mir zu klein.	dehr shuh ge-FELLT mihr, ahber ich GLAUbe ehr ist mihr tsuh KLAIN.
Verkäufer:	Dann probieren wir ein größeres Paar an.	dann prohbihren vihr ain GRÖHsseres pahr ann.
	Hier, wie paßt Ihnen dieſes Paar?	HIHR, vih passt ihnen DIHzes pahr?

Meyer:	Sehr gut.	zehr GUHT.
	Und wieviel koſtet das?	unt vih-fihl KOStet dass?
Verkäufer:	20 RM. (Zwanzig Mark)	TSVANtsich MARK.
Meyer:	Das iſt mir etwas zu teuer.	dass ist mihr ett-vass tsuh TOIer.
	Haben Sie vielleicht etwas anderes?	hahben zih fihlaicht ett-vass ANderes?
Verkäufer:	Ja, dieſes hier koſtet nur 17,50 RM (ſiebzehn Mark fünfzig).	YAH, DIHzes hihr kostet nuhr ZIHP-tsehn mark FÜNFtsich.
	Sie ſehen natürlich nicht ganz ſo gut aus wie die teureren.	zih ZEHen nahtühr-lich nicht GANTS zoh guht AUS vih dih TOIreren.
Meyer:	Doch, ich finde ſie ſehen noch beſſer aus.	DOKH, ich finde zih zehen nokh BESSer aus.
	Ich glaube, ich nehme ſie.	ich GLAUbe ich NEHme zih.
	Wickeln Sie ſie mir bitte ein.	VICKeln zih zih mihr bitte AIN.
	Hier iſt das Geld.	hihr ist dass GELT.

SECTION E—CONVERSATION

1. Covering the German in Basic Sentences (Individual Study)

Cover the German of the *Basic Sentences* and practice saying the German equivalents of the English expressions.

2. Vocabulary Check-Up

Give the German expressions for the English equivalents in the *Basic Sentences* as the Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous nits, begin to converse by following the models outned below fairly closely; then change the situations omewhat. Invent new combinations of subject matter.

1. Let one of the group pretend he is a German. Ask him about the weather in Germany, and have him ask you about the weather in the part of the U. S. that you come from.

2. It's a hot summer day. You complain to a friend about the weather, saying you're awfully hot, you don't like the summer. He says it isn't hot today, the summer is much hotter where he comes from. You ask him where he's from, and whether he stays there every summer. Finally you suggest a glass of cold beer at the next café.

3. Ask someone what season he likes the best, and then tell him what one you like best. Argue about it with him.

4. You go to a store to buy a fountain pen. The salesgirl shows you some in different sizes. You say you don't want to buy an expensive one, and ask which one costs the least. She says the smallest one costs the least, but the biggest one is the best. You ask how much the big one costs. You say that's too expensive, you'll take the little one.

5. You go to a department store to buy a suit. The clerk asks you about size, color, etc., and then gives you one to try on. He says it's a perfect fit, but you tell him the pants are too long, he's got to make them shorter; the vest is too short, he's got to make it longer; and the coat is too small, he's got to make it bigger.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E, with a review of previous lessons if necessary.

FINDER LIST

an [ANN]: an ſich 'as a matter of fact, to tell the truth'

r April,-e [ahPRILL] 'April'

der Auguſt,-e [auGUST] 'August'

bei [BAI] (plus form 3) 'at the home of, in the country of' bleiben [BLAIben] 'stay, remain'

blitzen [BLITsen]: es blitzt 'it lightnings'

der Dezember,– [dehTSEMber] 'December'

donnern [DONNern]; es donnert 'it thunders'

der Februar,–e [FEHbruhahr] 'February'

feucht [FOICHT] 'damp'

der Frühling,–e [FRÜH-ling] 'spring'

ganz [GANTS] 'whole, quite'

genug [ge-NUHK] 'enough' (never takes endings)

das Gewitter,– [ge-VITTer] 'thunderstorm'

der Herbſt,–e [HERPST] 'fall, autumn'

herrlich [HERR-lich] 'magnificent'

das Jahr,–e [YAHR] 'year'

die Jahreszeit,–en [YAHres-tsait] 'season'

der Januar,–e [YANNuhahr] 'January'

der Juli,–s [YUHlih] 'July'

der Juni,–s [YUHnih] 'June'

kaum [KAUM] 'hardly'

kurz (¨) [KURTS, KÜRtser, KÜRtsest-] 'short'

lang (¨) [LANG, LENGer, LENGST-] 'long'

laufen (er läuft) [LAUfen, LOIFT] 'run'; ich lauf
... Schi 'I ski'

letzt– [LETST-] 'last'

der Mai,–e [MAI] 'May'

der März,–e [MERTS] 'March'

mehr [MEHR] 'more' (never takes endings)

mögen (ich mag) [MÖHgen, MAHK] 'like (to
(usually used with gern)

nächſt– [NEHCHST-] 'next, nearest'

die Nacht,¨e [NAKHT, NECHte] 'night'

der Nebel,– [NEHbel] 'fog'

(das) Norddeutſchland [NORT-doitsh-lant] 'north Ge
many'

der November,– [nohVEMber] 'November'

oft (¨) [OFT, ÖFter, ÖFtest-] 'often'

der Oktober,– [okTOHber] 'October'

der Regen,– [REHgen], 'rain'

regnen [REHgnen]: es regnet 'it rains'

der Schi,–er (*or* der Ski,–er) [SHIH] 'ski'; ich lauſe . . . Schi 'I ski'

der Schnee [SHNEH] 'snow'

ſchneien [SHNAIen]: es ſchneit 'it snows'

ſchrecklich [SHRECK-lich] 'terrible'

ſelten [ZELten] 'seldom, rare'

der September,– [zepTEMber] 'September'

ſich [ZICH]: an ſich 'as a matter of fact, to tell the truth'

der Sommer,– [ZOMMer] 'summer'

(das) Süddeutſchland [ZÜHT-doitsh-lant] 'south Germany'

trocken [TROCKen] 'dry'

wann [VANN] 'when' (in questions)

waren (ich war) [VAHren, VAHR] 'was, were'

wenig [VEHnich] 'little' (opposite of viel 'much'; klein 'little, small' is the opposite of groß 'big, large')

wenn [VENN] 'if, whenever; when' (in speaking of the present or future)

das Wetter,– [VETTer] 'weather'

der Winter,– [VINter] 'winter'

wunderbar [VUNder-bahr] 'wonderful'

wunderſchön [VUNder-shöhn] 'wonderfully beautiful'

UNIT 11

SPRUCING UP

Section A—Basic Sentences

Go once through the *Basic Sentences* in unison, concentrating on the *Aids to Listening*, as you have done before. Then go through *Check Your Pronunciation*. Go once through the *Basic Sentences* individually trying to follow the *Conventional Spelling* as much as possible. The last time through individually, you should be abl to follow the *Conventional Spelling* without any trouble

1. Basic Sentences

Jones, who is in the Army, is telling Fischer what he is going to do in the evening.

Unit 11, Record Side 1, beginning. (78 RPM) **(33⅓ RPM) Record Side 11, beginnin**

Jones

ENGLISH EQUIVALENTS	CONVENTIONAL SPELLING	AIDS TO LISTENING
(I) go out	gehe . . . aus	GEHe . . . AUS
Lehmann	Lehmann	LEH-mann
this ('today') evening	heute Abend	hoite AHbent
I'm going out with Miss Lehmann this evening.	Ich gehe heute Abend mit Fräulein Lehmann aus.	ich gehe hoite ahbent mitt froi-lain LEH-mann aus.
have dinner	zu Abend eſſen	tsuh AHbent essen
First we're going to have dinner together,	Wir wollen erſt zuſammen zu Abend eſſen,	vihr vollen ehrst tsuh-zammen tsuh AHbent essen,

theater	Theater (das)	tehAHter (dass)
nd then go (in)to the theater.	und dann ins Theater gehen.	unt dann inss tehAHter gehen.
	Fischer	
then (consequently)	da	DAH
will	werden	VEHRden
[to] dress oneself	ſich anziehen	zich ANN-tsihen
hen you'll really have to get dressed up ('dress yourself well').	Da werden Sie ſich aber gut anziehen müſſen.	dah vehrden zih zich ahber guht ANN-tsihen müssen.
impression	Eindruck (der)	AIN-druck (dehr)
ou want to make a good impression on Miss Lehmann, you know.	Sie wollen doch auf Fräulein Lehmann einen guten Eindruck machen.	zih vollen dokh auf froi-lain leh-mann ainen guhten AIN-druck makhen.
	Jones	
ou bet I do!	Allerdings!	aller-DINGSS!
tailor	Schneider (der)	SHNAIder (dehr)
'm going to the tailor['s] now	Ich gehe jetzt zum Schneider,	ich gehe yetst tsumm SHNAIder
uniform	Uniform (die)	uhnihFORM (dih)
to pick up ('up-to-pick')	abzuholen	APP-tsuh-hohlen
pick up my uniform.	um meine Uniform abzuholen.	umm maine uhnihFORM app-tsuh-hohlen.
clean	reinigen	RAInigen
press	bügeln	BÜHgeln
have ('let')	laſſen	LASSen
ve had it cleaned and pressed there.	Ich habe ſie dort reinigen und bügeln laſſen.	ich hahbe zih dort RAInigen unt BÜHgeln lassen.

only yet	nur noch	NUHR NOKH
wash	Wäſche (die)	VESHe (dih)
laundry	Wäſcherei (die)	vesheRAI (dih)
Then the only thing I have to do ('then must I only yet') is to pick up my wash at ('by') the laundry.	Dann muß ich nur noch meine Wäſche bei der Wäſcherei abholen.	dann muss ich nuhr nokh maine veshe bai dehr vesheRAI app-hohlen.
	Fischer	
impossibly	unmöglich	UNN-MÖHK-lich
pretty (with ending –en)	hübſch(en)	HÜPshen
young (with ending –en)	jung(en)	YUNGen
But the way you are you can't possibly go out with a good-looking girl ('so can you impossibly with a pretty young lady out-go').	Aber ſo können Sie doch unmöglich mit einer hübſchen jungen Dame ausgehen.	ahber ZOH können zih dokh UNN-möhk-lich mitt ainer hüpshen yungen DAHme aus-gehen.
hairs	Haare (das Haar)	HAHre (dass HAHR)
cut	ſchneiden	SHNAIden
First you have to have your hair cut ('in-regard-to-you the hairs').	Sie müſſen ſich erſt die Haare ſchneiden laſſen.	zih müssen zich ehrst dih HAHre shnaiden lassen.

Unit 11, Record Side 2, beginning. (78 RPM)

barber	Friſeur (der)	frihZÖHR (dehr)
We're going together to the barber['s] now.	Wir gehen jetzt zuſammen zum Friſeur.	vihr gehen yetst tsuh-zammen tsumm frihZÖHR.

In the barbershop:

	Barber	
What will you have, sir ('what wish the gentleman')?	Was wünſchen der Herr?	vass VÜNshen dehr herr?

	Jones	
haircut	Haarſchnitt (der)	HAHR-shnitt (dehr)
haircut, please.	Einen Haarſchnitt, bitte.	ainen HAHR-shnitt, bitte.
in-back	hinten	HINten
right	recht	RECHT
ut my hair ('the hairs') pretty short in the back, please,	Schneiden Sie die Haare hinten recht kurz, bitte,	shnaiden zih dih hahre HINten recht KURTS, bitte,
in-front	vorne	FORne
ut in front I'd like to have it ('them') a little longer.	aber vorne möcht' ich ſie etwas länger haben.	ahber FORne möcht‿ich zih ett-vass LENGer hahben.
	Barber	
wash	waſchen	VASHen
ay I give you a shampoo too ('wash in-regard-to-you the hairs')?	Darf ich Ihnen die Haare auch waſchen?	darf ich ihnen dih hahre aukh VASHen?
	Jones	
necessary	nötig	NÖHtich
o, I don't believe that's necessary ('that is, believe I, not necessary').	Nein, das iſt, glaub' ich, nicht nötig.	NAIN, dass ist, glaub‿ich, nicht NOHtich.
you	Sie	ZIH
shave	raſieren	raZIHren
ut please give me a shave.	Aber raſieren Sie mich, bitte.	ahber raZIHren zih mich, bitte.
nes, after he's shaved, to Fischer:		
I-hope ('hopingly')	hoffentlich	HOFFent-lich
here, now I hope I look good enough.	So, jetzt ſeh' ich hoffentlich gut genug aus.	ZOH, yetst zeh‿ich hoffent-lich GUHT ge-NUHK aus.

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	Fischer	
shine	puţen	PUTsen
Now the only thing you have to do is get your shoes shined.	Jeţt müſſen Sie ſich nur noch die Schuhe puţen laſſen.	yetst müssen zih zich nuhr nokh dih SHUHe putsen lassen.
	Jones	
will	wird	VIRT
maid	Dienſtmädchen (das)	DIHNST-meht-chen (dass)
The maid in the boarding house will do that.	Das wird das Dienſtmädchen in der Penſion machen.	DASS virt dass DIHNST-meht-chen inn dehr pa^{ns}ZYOHN makhen.
half (way towards) six	halb ſechs	HALP ZEKS
Good Lord, it's half past five already!	Um Gottes willen, es iſt ſchon halb ſechs!	umm GOTTes VILLen, ess ist shohn HALP ZEKS!
immediately	ſofort	zoh-FORT
bathe	baden	BAHden
change my clothes	mich umziehen	mich UMM-tsihen
I have to go home right away, take a bath, and change my clothes.	Ich muß ſofort nach Hauſe gehen, baden und mich umziehen.	ich muss zoh-fort nahkh HAUze gehen, BAHden, unt mich UMM-tsihen.

Unit 11, Record Side 3, beginning. (78 RPM)

(I) meet (myself)	treffe mich	TREFFe mich
at seven o'clock	um ſieben Uhr	umm ZIHben UHR
I'm meeting ('I meet myself with') Miss Lehmann at seven o'clock.	Ich treffe mich mit Fräulein Lehmann um ſieben Uhr.	ich TREFFe mich mitt froi-lain LEHmann umm ZIHben UHR.
	Fischer	
begins	fängt . . . an	FENGT . . . ANN
the theater	das Theater	dass tehAHter
When does the theater begin?	Wann fängt das Theater an?	VANN fengt dass tehAHter ann?

	Jones	
At half past eight ('half nine')	Um halb neun.	umm halp NOIN.
	Fischer	
well-then	alſo	ALL-zoh
pleasure	Vergnügen (das)	fer-GNÜHgen (dass)
Well have a good time!	Alſo viel Vergnügen!	all-zoh FIHL fer-GNÜHgen!
forget	vergeſſen	fer-GESSen
flowers	Blumen (die Blume)	BLUHmen (dih BLUHme)
bring along	mitzubringen	MITT-tsuh-bringen
And don't forget to take her some flowers ('for-her flowers with-to-bring')!	Und vergeſſen Sie nicht, ihr Blumen mitzubringen!	unt fer-GESSen zih nicht, ihr BLUHmen mitt-tsuh-bringen!

Before you go through the *Basic Sentences* a second time, study the following:

2. Check Your Pronunciation

Turn back to the Hints on Pronunciation in Unit 2 and read over the section on the [ich] sound. Then listen to your Guide (or the speaker on the records) as he says the following words and phrases, and repeat each one right after him:

PRACTICE 1

Unit 11, Record Side 3, after 1st spiral. (78 RPM) **(33⅓ RPM) Record Side 11, after 1st spiral.**

ich	ICH	*I*
reinigt	RAInicht	*cleans*
recht feucht	recht FOICHT	*pretty ('right') damp*
Welches Mädchen?	VELches MEHT-chen?	*Which girl?*
die nächſten ſechzehn Nächte	dih NEHCHsten ZECH-tsehn NECHte	*the next sixteen nights*

Now read over the section on the [akh] sound. In the conventional spelling this is also written ch, but you will remember that it occurs only after a, o, u, and au:

PRACTICE 2

Unit 11, Record Side 3, after 2nd spiral. (78 RPM)

ach!	A**KH**!	*oh!*
Kuchen zum Nachtiſch	KUH**kh**en tsumm NAH**KH**-tish	*cake for dessert*
Er raucht auch.	ehr rau**kh**t AU**KH**.	*He smokes too.*
Er ſucht acht Schachteln.	ehr ZUH**KH**T A**KH**T SHA**KH**-teln.	*He's looking for eight boxes.*

Now turn to the section on the German [r], read over the directions, and practice the imaginary word [AHrah] a few times. Remember that before a vowel this sound is always good and clear, and never anything like an American *r:*

PRACTICE 3 (*r* before vowels)

Unit 11, Record Side 3, after 3rd spiral. (78 RPM)

das Reſtaurant	dass **r**estoh**R**A$^{\text{NG}}$	*the restaurant*
braune Haare	B**R**AUne HAH**r**e	*brown hair(s)*
drei große Brüder	D**R**AI G**R**OHsse B**R**ÜHder	*three big brothers*
Warum fahren Sie zurück?	vah**r**umm fah**r**en zih tsuh**R**ÜCK?	*Why are you driving back?*

When this German [r] is not followed by a vowel, it is a little less clearly spoken. After short vowels you can still hear the same sound, though not quite as plainly. It is still nothing like an American *r:*

PRACTICE 4 (*r* after short vowels)

Unit 11, Record Side 3, after 4th spiral. (78 RPM)

März	ME**R**TS	*March*
im Garten	imm GA**R**ten	*in the garden*
vorne ſchwarz	FO**R**ne SHVA**R**TS	*black in front*
Es wird ſofort warm ſein.	ess vi**r**t zoh-FO**R**T VA**R**M zain.	*It will be warm right away.*
vierzehn kurze Würſte	FI**RR**-tsehn KU**R**tse VÜ**R**ste	*fourteen short sausages*

After long vowels you will remember that you don't get a real [r] at all, but a kind of vowel:

PRACTICE 5 (*r* after long vowels)

Unit 11, Record Side 3, after 5th spiral. (78 RPM)

werden	VEH**R**den	*(used to form the future phrase)*
das Jahr	dass YAH**R**	*the year*
Ihr Papier	IH**R** paPIH**R**	*your paper*
vor der Tür	FOH**R** deh**r** TÜH**R**	*in front of the door*
Er fährt erſt zum Friſeur.	EH**R** feh**r**t EH**R**ST tsumm frihZÖH**R**.	*He's going first to the barber's.*

The [r] in unaccented [er] is just barely pronounced; it is still nothing whatever like an American *r:*

PRACTICE 6 (unaccented *er*)

Unit 11, Record Side 3, after 6th spiral. (78 RPM)

hundert	HUNd**er**t	*(a) hundred*
Zum Donnerwetter!	tsumm DONN**er**-vett**er**!	*For crying out loud!*
Sie vergißt Pfeffer und Zucker.	zih f**er**-GISST PFEFF**er** unt TSUCK**er**.	*She forgets pepper and sugar.*
Die Teller ſind immer ſauber.	dih TELL**er** zint IMM**er** ZAUb**er**.	*The plates are always clean.*

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SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study (Individual Study)

A. THE FUTURE PHRASE

Ich **werde** morgen Nachmittag in die Stadt **fahren.**	*I'm* going to drive *down town tomorrow afternoon.*
Das Dienſtmädchen **wird** die Schuhe **putzen.**	*The maid* will shine *the shoes.*
Sie **werden** ſich gut anziehen **müſſen.**	*You*'ll have to *get dressed up well.*

In English we have two special ways of referring to future action. We use (1) a phrase consisting of *am* (*is, are*) *going to* plus the general form of the verb we are talking about: *I'm going to drive;* or (2) a phrase consisting of *shall* or *will* (often shortened to *'ll*) plus the general form of the verb we are talking about: *the maid will shine, you'll have to.* The Germans also have a similar future phrase. It consists of the verb werden plus the infinitive of the verb they are talking about. The infinitive of course comes at the end.

Even in English we often don't bother to use one of our future phrases when we are talking about the future. We simply use the regular present, and say: *I'm driving down town tomorrow afternoon.* In German this practice of using the present instead of the future phrase is extremely common:

Ich **fahre** morgen Nachmittag in die Stadt.	*I'm driving down town tomorrow afternoon.*
Sie **müſſen** ſich gut anziehen.	*You'll have to get dressed up well.*
Ich **nehme** Kalbsbraten mit Gemüſe.	*I'll take roast veal with vegetables.*

Cases where the Germans always use the future phrase are really only those where the present would mean something quite different:

Das Dienſtmädchen wird die Schuhe putzen.	*The maid will shine the shoes.*
(Das Dienſtmädchen putzt die Schuhe.)	(*The maid shines*, or *is shining, the shoes.*)
Es wird heute regnen.	*It's going to rain today.*
(Es regnet heute.)	(*It's raining today.*)

This German use of werden plus an infinitive should not be confused with the use of wollen plus an infinitive. The word wollen has a somewhat different meaning, even though we sometimes translate it by one of our future phrases:

Wir wollen erſt zuſammen zu Abend eſſen.	*First we're going to* (i.e. *we're planning to*) *have dinner together.*
Wollen Sie das auch dieſes Jahr machen?	*Are you going to* (i.e. *are you planning to*) *do that this year too?*

B. THE WORD laſſen

Laſſen Sie mich Ihre Uniform bügeln.	*Let me press your uniform.*
Er läßt ſeine Uniform bügeln.	*He has his uniform pressed.*
Er läßt ſeine Uniform vom Schneider bügeln.	*He has his uniform pressed by the tailor.*

The first of these sentences is just like the English (except, of course, that the German infinitive comes at the end). Notice that the meaning is '*Let me, allow me to*, press your uniform.' The second sentence is quite different from the English. A very literal translation might be: 'He *lets* the uniform *be pressed*' (not 'He lets the uniform press'). Notice that we usually phrase such a sentence: 'He *has* the uniform *pressed*.' If you want to indicate by whom the pressing is done, you do it as in the third sentence: vom Schneider 'by the tailor'.

The following sentences give further examples of the way this word laſſen is used:

Ich putze meine Schuhe.	*I shine my shoes.*
Ich laſſe meine Schuhe putzen.	*I have my shoes shined.*
Ich muß meine Schuhe putzen laſſen.	*I'll have to have my shoes shined.*
Ich habe meine Schuhe putzen laſſen.	*I've had my shoes shined.*
Er raſiert ſich.	*He shaves himself.*
Er läßt ſich raſieren.	*He gets a shave.*
Er muß ſich raſieren laſſen.	*He's got to get a shave.*
Er hat ſich raſieren laſſen.	*He's gotten a shave.*

C. 'MY HAIR', 'OUR SHOES', ETC.

Ich laſſe {meine Haare mir die Haare} ſchneiden.	*I get a haircut.*
Wir müſſen {unſere Schuhe uns die Schuhe} putzen laſſen.	*We've got to get our shoes shined.*
Darf ich {Ihre Haare Ihnen die Haare} waſchen?	*May I wash your hair?*

Instead of 'my hair', 'our shoes', etc., German very often says 'in-regard-to-me the hair', 'in-regard-to-us the shoes', etc. This is especially common in talking of parts of the body or articles of clothing.

D. 'DRESS', 'WASH', AND 'SHAVE'

Ich ziehe ihn an.	*I dress him.*
Ich ziehe mich an.	*I get dressed ('dress myself').*
Ich ziehe den Mantel an.	*I put the overcoat on.*
Ich ziehe ihn aus.	*I undress him.*
Ich ziehe mich aus.	*I get undressed ('undress myself').*
Ich ziehe den Mantel aus.	*I take the overcoat off.*
Ich ziehe ihn um.	*I change his clothes.*
Ich ziehe mich um.	*I change my clothes.*
Ich waſche.	*I wash, do washing.*
Ich waſche ihn.	*I wash him.*
Ich waſche mich.	*I wash (myself).*

Ich raſiere.	*I shave, do shaving.*
Ich raſiere ihn.	*I shave him.*
Ich raſiere mich.	*I shave (myself).*

Notice that only a laundress would say ich waſche 'I wash, do washing'; and only a barber would say ich raſiere 'I shave, do shaving'.

E. THE WORDS zu AND bei

Ich gehe zum Friſeur.	*I go to the barber's, the barbershop.*
Ich war beim Friſeur.	*I was at the barber's, the barbershop.*
Kommen Sie doch zu mir.	*Come on over to my house.*
Herr Meyer wohnt jetzt bei mir.	*Mr. Meyer's living at my house now.*
Wir gehen zu Schneiders.	*We're going to [the] Schneiders'.*
Wir waren alle bei Schneiders.	*We were all at [the] Schneiders'.*

In these sentences, we might say that the word zu means 'to so-and-so's house or place of business'; and bei means 'at so-and-so's house or place of business'.

F. MAKING NEW WORDS

Preposition		*Adverb*		*Adverb with* dr-	
hinter	*'in back of'*	hinten	*'in back'*		
vor	*'in front of'*	vorne	*'in front'*		
auf	*'on top of'*	oben	*'above, upstairs'*	droben	*'up there'*
unter	*'under'*	unten	*'below, downstairs'*	drunten	*'down there'*
in	*'in, into'*	innen	*'inside'*	drinnen	*'indoors'*
aus	*'out of'*	außen	*'outside'*	draußen	*'outdoors'*
über	*'over'*			drüben	*'over there'*

der Haarſchnitt,-e [HAHR-shnitt] 'hair cut' = das Haar,-e [HAHR] 'hair' + der Schnitt,-e [SHNITT] 'cut'
das Dienſtmädchen,- [DIHNST-meht-chen] 'maid, servant girl' = der Dienſt,-e [DIHNST] 'service' + das Mädchen,- [MEHT-chen] 'girl'

The waſch- family:
waſchen (er wäſcht) [VASHen, VESHT] 'wash'
die Wäſche,-n [VESHe] 'wash'
die Wäſcherei,-en [vesheRAI] 'laundry'

2. Covering English and German of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering, first the English, then the German, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the German. Check up on anything you do not know, until you are sure of everything.

3. What Would You Say? (Individual Study)

Read aloud each of the following and then pick out the expression you think most suitable:

1. *A friend asks you whom you're going out with this evening:*

a. Wo gehen Sie heute abend hin?	voh gehen zih hoite ahbent HINN?
b. Mit wem gehen Sie heute abend aus?	mitt VEHM gehen zih hoite ahbent AUS?
c. Gehen Sie heute abend ins Kino?	gehen zih hoite ahbent inss KIHnoh?

2. *You tell him, and then he asks whether you've had your new blue suit pressed:*

a. Haben Sie Ihren neuen blauen Anzug bügeln laſſen?	hahben zih ihren noien blauen ANN-tsuhk BÜHgeln lassen?
b. Wollen Sie Ihren neuen blauen Anzug reinigen laſſen?	vollen zih ihren noien blauen ANN-tsuhk RAInigen lassen?
c. Sie müſſen Ihre Uniform doch erſt bügeln laſſen.	zih müssen ihre uhnihFORM dokh ehrst BÜHgeln lassen.

3. *You say yes, you're just going to the tailor's to pick it up:*

a. Ja, könnten Sie ihn mir bitte beim Schneider abholen?	YAH, könnten ZIH ihn mihr bitte baim shnaider APP-hohlen?
b. Ja, ich muß ihn nur noch bei der Wäſcherei abholen.	YAH, ich muss ihn NUHR nokh bai dehr vesheRAI APP-hohlen.
c. Ja, ich gehe gerade zum Schneider, um ihn abzuholen.	YAH, ich gehe gerahde tsumm SHNAIder umm ihn APP-tsuh-hohlen.

4. *He says he hopes you're also going to the barber's to get a haircut:*

a. Sie gehen hoffentlich auch zum Schneider, um ſich die Schuhe putzen zu laſſen.	zih gehen hoffent-lich AUKH tsumm SHNAIder umm zich dih SHUHe putsen tsuh lassen.

b. Hoffentlich laſſen Sie ſich beim Friſeur auch raſieren.	HOFFent-lich lassen zih zich baim frihZÖHR aukh raZIHren.
c. Sie gehen hoffentlich auch zum Friſeur, um ſich die Haare ſchneiden zu laſſen.	zih gehen hoffent-lich AUKH tsumm frihZÖHR umm zich dih HAHre shnaiden tsuh lassen.
5. *You ask him whether you really have to have a haircut:*	
a. Wollen Sie ſich jetzt die Haare ſchneiden laſſen?	VOLLen zih zich yetst dih HAHre shnaiden lassen?
b. Um Gottes willen, muß ich auch noch meine Haare ſchneiden laſſen?	umm GOTTes VILLen, muss ich aukh nokh maine HAHre shnaiden lassen?
c. Möchten Sie auch einen Haarſchnitt, oder ſoll ich Sie nur raſieren?	möchten zih aukh ainen HAHR-shnitt, ohder zoll ich zih nuhr raZIHren?
6. *He says you sure do, you can't go out with a pretty girl looking like that:*	
a. Allerdings! So können Sie doch unmöglich mit einem hübſchen Mädchen ausgehen.	aller-DINGSS! ZOH können zih dokh UNN-möhk-lich mitt ainem HÜPshen MEHT-chen aus-gehen.
b. Sie ſehen jetzt, glaub' ich, gut genug aus.	zih zehen YETST, glaub‿ich, GUHT ge-NUHK aus.
c. Fräulein Lehmann iſt allerdings eine ſehr hübſche junge Dame.	froi-lain LEH-mann ist aller-DINGSS aine zehr HÜPshe YUNGe DAHme.

Now see if you can change each of the following sentences to mean that the person (a) is going to do so-and-so; (b) is having so-and-so done; (c) has to have so-and-so done.

SAMPLE QUESTION AND ANSWER:

0. Sie wäſcht ſich die Haare.	zih VESHT zich dih HAHre.
a. Sie wird ſich die Haare waſchen.	zih VIRT zich dih HAHre vashen.
b. Sie läßt ſich die Haare waſchen.	zih LESST zich dih HAHre vashen.
c. Sie muß ſich die Haare waſchen laſſen.	zih MUSS zich dih HAHre vashen lassen.

7.	Wir putzen uns die Schuhe.	vihr PUTsen unss dih SHUHe.
8.	Er ſchneidet ſich die Haare.	ehr SHNAIdet zich dih HAHre.
9.	Ich raſiere mich.	ich raZIHre mich.
10.	Herr Meyer wäſcht ſich.	herr MAIer VESHT zich.
11.	Ich waſche meine Socken.	ich VASHe maine ZOCKen.
12.	Schneider bügelt ſeine Hoſe.	SHNAIder bühgelt zaine HOHze.
13.	Ich mache meine Jacke etwas größer.	ich makhe maine YACKe ett-vass GRÖHsser.
14.	Herr Fiſcher macht ſeine Hoſe etwas kürzer.	herr FISHer makht zaine HOHze ett-vass KÜRtser.

Be sure you know what all these sentences mean.

SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in German for each of the exercises in the preceding section, when the Leader calls for them. Then, as the Leader calls for them, give the English equivalents of all the expressions in the exercise.

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct German for each English expression, without having to read it from the book. The Leader or one of the members of the group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the German immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, then take parts and carry on the conversation.

1. *Meyer asks a friend, Koenig, where he can get some things washed and cleaned.*

	Unit 11, Record Side 4, beginning. (78 RPM)	**(33⅓ RPM) Record Side 11, after 2nd spiral.**
Meyer:	Kennen Sie eine gute Wäſcherei?	kennen zih aine guhte vesheRAI?
König:	Ja, es iſt eine ſehr gute Wäſcherei in der Königſtraße.	YAH, ess ist aine ZEHR guhte vesherai inn dehr KÖHnich-shtrahsse.
	Was wollen Sie denn waſchen laſſen?	vass vollen zih denn VASHen lassen?
Meyer:	Vier ſchmutzige Hemden und ein paar Socken.	fihr shmutsige HEMden unt ain pahr ZOCKen.
König:	Wollen Sie die Hemden auch bügeln laſſen?	vollen zih dih hemden aukh BÜHgeln lassen?
Meyer:	Aber natürlich!	ahber nahTÜHR-lich!
	Ich kann ſie doch nicht bügeln.	ICH kann zih dokh nicht BÜHgeln.
	Bügeln ſie dort gut?	bühgeln zih dort GUHT?
König:	Ach, gut genug.	AKH, guht ge-NUHK.
Meyer:	Mein Mantel iſt auch furchtbar ſchmutzig.	main MANtel ist AUKH furcht-bahr shmutsich.
	Wo kann ich ihn reinigen laſſen?	voh kann ich ihn RAInigen lassen?
König:	Welchen Mantel wollen Sie reinigen laſſen, den da?	VELchen mantel vollen zih rainigen lassen, DEHN dah?
Meyer:	Ja.	YAH.
König:	Der ſieht aber nicht ſehr ſchmutzig aus.	dehr ziht ahber nicht zehr SHMUTsich aus.

Meyer:	Doch.	DOCH.
	Hier iſt er ſchmutzig, und hier, und hier.	HIHR ist ehr shmutsich, unt HIHR, unt HIHR.
König:	Warum bringen Sie ihn nicht zu meinem Schneider in der Kaiſerſtraße?	vahrumm bringen zih ihn nicht tsuh mainem SHNAIder inn dehr KAIzer-shtrahsse?
Meyer:	Ich muß ihn auch etwas länger machen laſſen.	ich muss ihn aukh ett-vass LENGer makhen lassen.
	Kann das der Schneider auch machen?	kann DASS dehr shnaider AUKH makhen?
König:	Ja, das macht er ſehr gut.	YAH, dass makht ehr zehr GUHT.
Meyer:	Schön, ich bringe meine ſchmutzige Wäſche zur Wäſcherei	SHÖHN, ich bringe maine shmutsige veshe tsurr vesheRAI
	und den Mantel zum Schneider.	unt dehn mantel tsumm SHNAIder.

2. *You and a friend are going out on a date with two girls.*

Unit 11, Record Side 4, after 1st spiral. (78 RPM)

A:	Wo gehen wir heute Abend hin?	voh gehen vihr hoite ahbent HINN?
B:	Wo möchten Sie lieber hingehen, ins Kino oder ins Theater?	voh möchten ZIH lihber hinn-gehen, inss KIHnoh ohder inss tehAHter?
A:	Ins Kino.	inss KIHnoh.
B:	Ich auch.	ICH AUKH.
	Aber die Mädchen wollen das nicht.	ahber dih MEHT-chen vollen dass nicht.
	Wir werden alſo ins Theater gehen müſſen.	vihr vehrden all-zoh inss tehAHter gehen müssen.

A: Ins Theater?	inss tehAHter?
Ich möchte am liebſten in ein kleines Café **gehen**	ich möchte amm lihpsten inn ain klaines kaFEH gehen
und den ganzen Abend Bier trinken.	unt dehn GANTsen AHbent BIHR tringken.
B: Was ziehen Sie an, den braunen Anzug?	vass tsihen zih ANN, dehn BRAUnen ANN-tsuhk?
A: Ja.	YAH.
B: Könnten Sie mir vielleicht ein ſauberes Hemd **leihen?**	könnten zih mihr fihlaicht ain ZAUberes HEMT laien?
Meine ſind nämlich bei der Wäſcherei.	MAIne zint nehm-lich bai dehr vesheRAI.
A: Ja, gerne.	YAH, GERne.
Ich muß mir jetzt die Schuhe **putzen.**	ich muss mihr yetst dih SHUHe putsen.
B: Ach, das iſt nicht nötig.	AKH, dass ist nicht NÖHtich.
A: Nein?	NAIN?
B: Nein, das brauchen Sie nicht zu machen.	NAIN, dass braukhen ZIH nicht tsuh makhen.
Sie können ſie vom Dienſtmädchen in der **Penſion putzen laſſen.**	zih können zih fomm DIHNST-meht-chen inn dehr pa^{ng}ZYOHN putsen lassen.
A: Wann treffen wir uns mit den Mädchen?	VANN treffen vihr unss mitt dehn MEHT-chen?
B: Um halb acht vor dem Reſtaurant.	umm HALP AKHT fohr dehm restohRA^{NG}.
A: Es iſt jetzt ſchon ſieben.	ess ist YETST shohn ZIHben.
Wir müſſen uns ſchnell umziehen.	vihr müssen unss SHNELL UMM-tsihen.

SECTION E—CONVERSATION

1. Covering the German in Basic Sentences (Individual Study)

Cover the German of the *Basic Sentences* and practice saying the German equivalents of the English expressions.

2. Vocabulary Check-Up

Give the German expressions for the English equivalents in the *Basic Sentences* as the Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

Suggested Conversation Topics

1. You go to a barber shop and ask for a haircut. The barber asks you whether you want a shave and a shampoo. You say no, that's not necessary. Then you talk about the weather, pay, and leave.
2. You go to a barber shop for a shave. The barber notices that you're not a German, asks where you come from, and where you're living now. You tell him about your living quarters.
3. You meet a friend, say hello to him, and offer him a smoke. He wants to take a walk through the town to see the sights, but you say that first you have to take some things to the laundry. He goes with you to the laundry, and you tell them there what you want done. Then you and your friend discuss what you want to see in town, find out where it is, and how to get there.
4. A friend asks you what you're planning to do this afternoon. You say you're going down town. He says fine, you can go together. He has to take some things to the laundry to be washed, and a suit to the tailor's to be cleaned and pressed. You tell him you have to buy some things, and then go to the barber's for a haircut.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E, with a review of previous lessons if necessary.

FINDER LIST

allerdings [aller-DINGSS] 'you bet, I sure am, he sure does, we sure can', etc.

alſo [ALL-zoh] 'well then, and so'

baden [BAHden] 'bathe, take a bath'

die Blume,–n [BLUHme] 'flower'

bringen [BRINGen] ich bringe . . . mit 'I bring, take along'

bügeln [BÜHgeln] 'press, iron'

da [DAH] 'then consequently' (contrast dann 'then after that')

das Dienſtmädchen,– [DIHNST-meht-chen] 'maid'

der Eindruck,–e [AIN-druck, -drücke] 'impression'; ich mache einen Eindruck auf ſie 'I make an impression on her'

fangen (er fängt) [FANGen, FENGT] 'catch'; ich fange . . . an 'I begin'

der Friſeur,–e (*or* der Friſör,–e) [frihZÖHR] 'barber'

gehen [GEHen]: ich gehe . . . aus 'I go out (on a date, to the theater, etc.)'; contrast ich gehe . . . hinaus 'I go out (of a room, a building, etc.)'

das Haar,–e [HAHR] 'hair' (usually used in the plural)

der Haarſchnitt,–e [HAHR-shnitt] 'haircut'

halb [HALP] 'half'; halb ſechs 'half past five', etc.

hinten [HINten] 'in back, behind'

hoffentlich [HOFFent-lich] 'I hope so!'; hoffentlich nicht! 'I hope not!'; hoffentlich kommt er 'I hope he's coming'

holen [HOHlen] 'go and get, fetch'; ich hole . . . ab 'I (go and) pick up'

hübſch [HÜPSH] 'pretty, good-looking'

jung (¨) [YUNG, YÜNGer, YÜNGST-] 'young'

laſſen (er läßt) [LASSen, LESST] 'let'; ich laſſe es machen 'I have it done'

Lehmann [LEH-mann] 'Lehmann'

das Mädchen,– [MEHT-chen] 'girl'

nötig [NÖHtich] 'necessary'

putzen [PUTsen] 'shine, polish'

raſieren [raZIHren] 'shave'; ich raſiere ihn 'I shave him'; ich raſiere mich 'I shave (myself)'

recht [RECHT]: recht kurz 'pretty short', etc.

reinigen [RAInigen] 'clean'

ſchneiden [SHNAIden] 'cut'

der Schneider,– [SHNAIder] 'tailor'

ſofort [zoh-FORT] 'immediately, at once, right away'

das Theater,–[tehAHter] 'theater'; ich gehe ins Theater 'I go to the theater'

treffen (er trifft) [TREFFen, TRIFFT] 'meet'; ich treffe ſie 'I meet her'; ich treffe mich mit ihr 'I'm meeting her (by appointment)'

die Uhr,–en [UHR] 'clock, watch'; ein Uhr 'one o'clock', etc.

um [UMM] um ein Uhr 'at one o'clock'; um halb zwei 'at half past one'; etc.

die Uniform,–en [uhnihFORM] 'uniform'

unmöglich [UNN-möhk-lich] 'impossible'; das kann ich unmöglich machen 'I can't possibly do that'

vergeſſen (er vergißt) [fer-GESSen, fer-GISST] 'forget'

das Vergnügen,– [fer-GNÜHgen] 'pleasure'; viel Vergnügen! 'have a good time!'

vorne [FORne] 'in front'

die Wäſche,–n [VESHe] 'wash'

waſchen (er wäſcht) [VASHen, VESHT] 'wash'; ich waſche ihn, es 'I wash him, it'; ich waſche mich 'I wash (myself)'

die Wäſcherei,–en [vesheRAI] 'laundry'

werden (er wird) [VEHRden, VIRT]: used to form the future phrase

ziehen [TSIHen]: ich ziehe ihn an 'I dress him'; ich ziehe mich an 'I get dressed'; ich ziehe es an 'I put it on'

ziehen [TSIHen]: ich ziehe ihn aus 'I undress him', ich ziehe mich aus 'I get undressed'; ich ziehe es aus 'I take it off'

ziehen [TSIHen]: ich ziehe ihn um 'I change his clothes'; ich ziehe mich um 'I change my clothes'

UNIT 12

REVIEW

SECTION A—WHAT DO YOU KNOW IN GERMAN?

This section is a true-false quiz exactly like the one in Unit 6, except that the first item is not a practice item. Prepare paper with numbers from 1 to 80 and mark the statements that you will hear from your Guide or the phonograph record either *T* or *F*. (*If you are using the records, omit statements 74 and 80.*) After you finish the quiz, the Leader will read out the correct answers for each statement. Check your paper and give your score to your Leader. He will figure out the average for your group. If your score is less than the average number of correct answers or less than 80% correct, you need more review of the previous units.

Spend the rest of the time going over the items on which you had difficulty.

SECTION B—HOW WOULD YOU SAY IT?

(Individual Study)

Prepare to give orally the German for each of the following sentences. Do not write anything down. English words in square brackets [ ] are to be omitted in German.

I

1. I'd like to see a room for about 60 marks per month.
2. Please show me one of the rooms in the second ('first') story.
3. Go up the stairs and then to the left.
4. Do you want to hang the picture here on the wall?
5. I hope the other room has a better bed.
6. When do you want to move in, today or tomorrow?
7. The landlady will show you your new room.
8. Please put ('place') the chair in front of the desk.

II

1. I have to go down town ('into the city') to buy (myself) a few things.
2. Where can I find a good department store?
3. Good day, sir ('the gentleman'). What can I do for you?
4. I'd like to buy a pair [of] brown shoes, size forty.
5. May I try these shoes on you ('try on in-regard-to-you')?
6. These shoes fit you splendidly. How do you like them ('how please they you')?
7. Please show me the other brown [ones] over there.
8. What else may I show you ('what may I to-you else show')?

III

1. Waiter, please bring the menu.
2. What may I bring you (you = the lady and gentleman)?
3. What may I order for you?
4. The roast veal tastes wonderful.
5. What do you like better ('what drink you more gladly'), tea or coffee?
6. What would you rather eat for dessert, fruit or cake?
7. How do you take ('drink') your coffee, black or with cream and sugar?
8. Waiter, the bill, please.

IV

1. How do you like ('how pleases you') the weather today?
2. Do you like thunderstorms?
3. Yesterday the weather was wonderful, but today it's not warm enough.
4. What's the nicest season in New York, the summer?
5. No, in the summer it's much too hot and dry.
6. The weather is the nicest in (the) October.
7. Do you have more snow in the winter than we [do]?
8. No, it's damp, and it rains an awful lot ('awfully much').

V

1. Do you know [of] a good tailor?
2. I'm going (in)to the theater this evening, and I have to get my uniform pressed.
3. When does the theater begin, at half past eight?
4. Yes, I'm meeting Miss Meyer at eight in front of the Café König.
5. First I want to shine my shoes, take a bath, and change my clothes.
6. Then the only thing I have to do is pick up my clean shirts at ('by') the laundry.
7. I'll be glad to lend you ('I lend you gladly') a clean shirt.
8. We'll have a good time.

SECTION C—HOW DID YOU SAY IT?

Quiz by the Leader on the sentences in Section B, asking various members of the group: „Wie ſagt man auf deutſch . . . ?"

SECTION D—HOW WOULD YOU SAY IT? (*Cont.*)

(Individual Study)

Prepare to give orally the German for each of the following sentences:

I

1. I can't afford these shirts. They're too expensive.
2. Which suit are you planning to put on, your new blue [one]?
3. That barber is awful. He cuts my hair too long in front and too short in back.
4. The spring is the grandest season of the whole year.
5. Would you rather sit downstairs in the living room or outdoors in the garden?
6. I was in Chicago last July. The weather was much hotter than here.
7. Who lives in the room next door?
8. That shirt won't match your new suit at all.

II

1. What do you think of ('how find you') the weather here in Germany?
2. Please put the salt and (the) pepper on the table.
3. I'm not going to buy these shoes.
4. Does it snow much here? No, we have very little snow.
5. I hope I'll make a good impression on him ('him' in form 2).
6. What do you wish to drink, sir ('what wish the gentleman to drink')?
7. Waiter, I haven't got any napkin. Please bring me one.
8. How much do I have to spend for a really good overcoat?

III

1. What kind of shirts do you wish, blue, white, or gray?
2. Where shall we have dinner today ('eat today to evening')?
3. I don't like thunderstorms; it thunders and lightnings so terribly.
4. Could you please show me one of the bedrooms upstairs?
5. Where's the wastebasket? It is ('stands') under the desk.
6. Where can I get my uniform cleaned and pressed?
7. Please open the window. I'm awfully hot.
8. Waiter! One light [beer], please.

IV

1. I hope the weather's nice tonight. I'm going out with Miss Miller.
2. How does your new room look?
3. Could you please have this suit made a bit ('somewhat') smaller?
4. What do you usually eat for breakfast?
5. Next March I'm going to southern Germany to ski ('to the ski-running').
6. Take that dirty shirt off and put on a clean one.
7. I'm moving into a better boarding house tomorrow.
8. Could you please go to the laundry and pick up my wash?

V

1. This hat looks better than the other [one].
2. Good Lord, it's already half past seven. I have to change my clothes.
3. Do you want to have the suit made by a tailor?
4. In northern Germany they have a lot of rain and fog in the winter.
5. You don't need to tell me where the station is. I know about it all right.
6. I'm terribly hungry. Let's eat now.
7. Do you shave (yourself) every morning?
8. How much does a room with bath cost per day?

SECTION E—HOW DID YOU SAY IT?

Quiz by the Leader on the work you did in Section D. Keep your book closed. The Leader will ask you to take turns in speaking sentences by saying: „Wie ſagt man auf deutſch . . . ?" If you have a Guide, he will check on your pronunciation and the correctness of your German.

SECTION F—CONVERSATION REVIEW

Hold a series of conversations, from one to two minutes each, on as many of the topics which have been developed in Units 1-12 as you can, combining and varying them as you wish. All members of the group should have a change to take part. A few suggested topics:

1. You go into a hotel to get a room without bath. After finding out the price, you ask to see the room and the bathroom. You also ask whether the hotel has a restaurant.
2. At the barber shop—you get a haircut, but don't need a shave. The barber talks about the weather, where you come from, where you live, etc.

3. You ask a stranger directions to get to various places. You want to see a few of the sights in town, go to a restaurant and to the movies. You also want to know how to get back to the station.

4. You ask the portier in a hotel where you can get your shoes shined (this is always done by the maid in the hotel), your laundry done, and a suit cleaned and pressed. He tells you how to get to the various places.

5. You go to a store and buy some articles of clothing. You give the clerk large bills, and he counts out your change.

6. You go to a restaurant and order a full meal for yourself and a lady.

7. You and a German compare the weather in New York and Berlin (or any other two cities).

8. A friend is helping you move into your new room in a boarding house. He asks you where various things belong, and you tell him. After everything is in the room, you offer him a smoke and suggest a glass of beer in a café. He gladly accepts.

9. You have to write a letter home, and you try to borrow writing materials from a friend.

10. You tell a friend you are going out in the evening. Tell him when you have to be where, whom you're going to meet and where, and what you have to do to get ready.

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PART THREE

UNIT 13

FAMILY AND FRIENDS

Section A—Basic Sentences

To the Group Leader: If you have been working only with the phonograph records, without any Guide, you will be on your own from now on. When the group goes through the *Basic Sentences* and the *Listening In* sections, choose someone with good pronunciation to do the reading. From now on all the group members will have to be particularly on the watch to detect and correct faulty pronunciation.

Beginning with this unit, the *Aids to Listening* are given only for new words.

	Fischer	
at [the] Kellers'	bei Kellers	[KELLerss]
invited	eingeladen	[AIN-ge-lahden]
I'm invited to the Kellers' tomorrow evening.	Ich bin morgen abend bei Kellers eingeladen.	
the birthday	der Geburtstag	[ge-BURTS-tahk]
the daughter	die Tochter	[TOKHter]
celebrate	feiern	[FAIern]
They're planning to celebrate their youngest daughter's birthday.	Sie wollen den Geburtstag ihrer jüngſten Tochter feiern.	
	Schneider	
Really ('yes')?	Ja?	
she becomes	ſie wird	[VIRT]
old	alt	[ALT]
How old will she be?	Wie alt wird ſie denn?	

	Fischer	
Sixteen.	Sechzehn.	
nineteen-hundred eight-and-twenty	neunzehnhundertachtundzwanzig	[NOIN-tsehn-hundert-AKHT-unt-TSVANtsich]
born	geboren	[ge-BOHren]
She was ('is') born [in] 1928.	Sie iſt 1928 geboren.	
	Schneider	
I invite	ich lade . . . ein	[LAHde]
Whom else are [the] Kellers inviting?	Wen laden Kellers ſonſt ein?	
	Fischer	
they have invited	ſie haben . . . eingeladen	
the guest	der Gaſt	[GAST, *pl.* GESte]
I don't believe that they've invited very many guests—	Ich glaube nicht, daß ſie ſehr viele Gäſte eingeladen haben—	
the friend	der Freund	[FROINT]
acquainted	bekannt	[be-KANNT]
only a few friends and acquaintances ('acquainted ones').	nur ein paar Freunde und Bekannte.	
	Schneider	
the child	das Kind	[KINT, *pl.* KINder]
How many children do [the] Kellers have, anyhow?	Wieviele Kinder haben Kellers eigentlich?	
	Fischer	
the boy	der Junge	[YUNGe, *pl.* YUNGenss]
Two girls and three boys.	Zwei Mädchen und drei Jungens.	

the son	der Sohn	[ZOHN]
the flier	der Flieger	[FLIHger]
The first son is [an] aviator,	Der erſte Sohn iſt Flieger,	
the second-one	der zweite	[TSVAIte]
the sailor	der Matroſe	[maTROHze]
the second one's [a] sailor,	der zweite iſt Matroſe	
the third-one	der dritte	[DRITTe]
the soldier	der Soldat	[zolDAHT]
and the third one's [a] soldier.	und der dritte iſt Soldat.	
	Schneider	
he has engaged himself	er hat ſich . . . verlobt	[fer-LOHPT]
recently ('newly')	neulich	[NOI-lich]
The oldest is the one who got engaged recently, isn't he?	Der älteſte iſt der, der ſich neulich verlobt hat, nicht wahr?	
	Fischer	
the English girl	die Engländerin	[ENG-lenderinn]
Yes, to ('with') an English girl.	Ja, mit einer Engländerin.	
	Schneider	
whether	ob	[OPP]
she is married	ſie iſt . . . verheiratet	[fer-HAIrahtet]
Do you know whether the older daughter is married?	Wiſſen Sie, ob die ältere Tochter verheiratet iſt?	
	Fischer	
she has married	ſie hat . . . geheiratet	[ge-HAIrahtet]
the officer	der Offizier	[offihTSIHR]
Yes, she married an officer	Ja, ſie hat einen Offizier geheiratet,	

whose	deſſen	[DESSen]
the family	die Familie	[faMIHlye]
whose family lives in America.	deſſen Familie in Amerika wohnt.	
	Schneider	
interesting	intereſſant	[intreSANT]
Oh, how interesting!	Ach, wie intereſſant!	
-in-law	Schwieger-	[SHVIHger-]
England	England	[ENG-lant]
Then the Kellers will have a daughter-in-law in England and a son-in-law in America.	Da werden Kellers alſo eine Schwiegertochter in England und einen Schwiegerſohn in Amerika haben.	
the quantity	die Menge	[MENGe]
related	verwandt	[fer-VANT]
abroad ('in the out-land')	im Ausland	[AUS-lant]
You have a whole lot [of] relatives ('related-ones') who live abroad too, don't you?	Sie haben auch eine ganze Menge Verwandte, die im Ausland wohnen, nicht wahr?	
	Fischer	
grandparents	Großeltern	[GROHSS-eltern]
had	hatten	[HATTen]
Yes. My grandparents had two sons,	Ja. Meine Großeltern hatten zwei Söhne,	
from whom	von denen	[DEHnen]
towards America	nach Amerika	
he emigrated ('wandered out')	er wanderte . . . aus	[VANderte]
he married	er heiratete	[HÄIrahtete]
one of whom ('from-whom the one') emigrated to America and married an American girl.	von denen der eine nach Amerika auswanderte und eine Amerikanerin heiratete.	

the uncle	der Onkel	[ONGkel]
the aunt	die Tante	[TANte]
So I have ('I have and-so') an uncle and an aunt who live in America.	Ich habe alſo einen Onkel und eine Tante, die in Amerika wohnen.	
	Schneider	
people	Leute	[LOIte]
whose	deren	[DEHren]
Munich	München	[MÜNN-chen]
study	ſtudieren	[shtuhDIHren]
Are they ('that') the people whose children are now studying at the University [of] Munich?	Sind das die Leute, deren Kinder jetzt auf der Univerſität München ſtudieren?	
	Fischer	
the male-cousin	der Vetter	[FETTer]
the female-cousin	die Kuſine	[kuhZIHne]
Yes. They ('those-ones') are of course my (male- and female-) cousins.	Ja. Die ſind natürlich meine Vettern und Kuſinen.	
	Schneider	
live, be living	leben	[LEHben]
Are your grandparents still living ('live your grandparents yet')?	Leben Ihre Großeltern noch?	
	Fischer	
My grandmother is still alive,	Meine Großmutter lebt noch,	
he is dead (or has died)	er iſt . . . geſtorben	[ge-SHTORben]
but my grandfather is dead.	aber mein Großvater iſt geſtorben.	

* * *

brothers-and-sisters	Geſchwiſter	[ge-SHVISter]
the nephew	der Neffe,-n,-n	[NEFFe]

the niece	die Nichte, -n	[NICHte]
the grandson	der Enkel, -	[ENGkel]
the granddaughter	die Enkelin, -nen	[ENGkelinn]
the brother-in-law	der Schwager, ⸗	[SHVAHger, SHVEH-ger]
the sister-in-law	die Schwägerin, -nen	[SHVEHgerinn]
great-, as in	Ur-	[UHR-]
great-grandparents	Urgroßeltern	[UHR-grohss-eltern]
great-grandchildren	Urenkel	[UHR-engkel]

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study

A. CLAUSES

Ordinary Clause

Statement:	Sie **laden** viele Gäſte ein.	They're inviting a lot of guests.
Clause:	(Ich glaube nicht,) **daß** ſie viele Gäſte ein**laden.**	(I don't think) that they're inviting a lot of guests.
Statement:	Der Mantel **paßt** mir.	The overcoat fits me.
Clause:	**Wenn** der Mantel mir **paßt,** (nehm' ich ihn.)	If the overcoat fits me, (I'll take it.)

In a German STATEMENT (declarative sentence, co-ordinate or independent clause) the verb is in second position; in a German CLAUSE (subordinate or dependent clause) it is at the end.

If a clause comes first in a statement, it counts as the first element; the verb of the statement then comes second, as usual. Hence Wenn der Mantel mir paßt, nehm' ich ihn, just like Dann nehm' ich ihn or Vielleicht nehm' ich ihn.

Ordinary clauses are introduced by special CONJUNCTIONS (clause-introducers), like daß and wenn.

Question Clause

Question:	**Wo iſt** der Bahnhof?	Where is the station?
Clause:	(Könnten Sie mir bitte ſagen,) **wo** der Bahnhof **iſt**?	(Could you please tell me) where the station is?
Question:	**Iſt** ſie verheiratet?	Is she married?
Clause:	(Ich weiß nicht,) **ob** ſie verheiratet **iſt**.	(I don't know) whether she is married.

Question clauses are introduced by the usual question-words: wo, wie, was, wer, wann, warum, etc. If a question has no special question-word, the corresponding question clause is introduced by ob.

Relative Clause

Statement:	**Der** Onkel **wohnt** in Amerika.	The uncle lives in America.
Clause:	(Ich habe einen Onkel,) **der** in Amerika **wohnt**.	(I have an uncle) who lives in America.

Relative clauses are introduced by the proper form of the pronoun der.

B. THE WORD der AS A PRONOUN

Noun-modifier (unaccented)

Der Mann wohnt hier.	The man lives here.
Das Mädchen wohnt hier.	The girl lives here.
Die Frau wohnt hier.	The woman lives here.
Die Leute wohnen hier.	The people live here.

Noun-modifier (accented)

Der Mann wohnt hier.	*That* man lives here.
Das Mädchen wohnt hier.	*That* girl lives here.
Die Frau wohnt hier.	*That* woman lives here.
Die Leute wohnen hier.	*Those* people live here.

Demonstrative (pointing) pronoun

Der wohnt hier.	*He* ('that-man') lives here.
Das iſt der Bahnhof.	*That* ('that-thing') is the station.
Die wohnt hier.	*She* ('that-woman') lives here.
Die wohnen hier.	*They* ('those-people') live here.

Relative (clause-introducing) pronoun

(der Mann,) **der** hier wohnt	(the man) who lives here
(das Mädchen,) **das** hier wohnt	(the girl) who lives here
(die Frau,) **die** hier wohnt	(the woman) who lives here
(die Leute,) **die** hier wohnen	(the people) who live here

The word der may be used as an unaccented noun-modifier meaning 'the', and as an accented noun-modifier meaning 'that'. It may also be used as a DEMONSTRATIVE PRONOUN (pointing out things or people) and as a RELATIVE PRONOUN (introducing clauses). (Notice that where we use italics for emphasis, German spaces the type.)

Here are some more examples of the pronoun der in relative use:

Iſt das der Soldat?	Is that the soldier?
Sie haben **den** Soldaten eingeladen.	You've invited the soldier.
Iſt das der Soldat, **den** Sie eingeladen haben?	Is that the soldier you've invited?
Wie heißt der Matroſe?	What's the name of the sailor?
Sie hat ſich mit **dem** Matroſen verlobt.	She's gotten engaged to the sailor.
Wie heißt der Matroſe, mit **dem** ſie ſich verlobt hat?	What's the name of the sailor she's gotten engaged to?
Sie hat einen Offizier geheiratet.	She married an officer.
Die Familie **des** Offiziers wohnt in Amerika.	The officer's family lives in America.
Sie hat einen Offizier geheiratet, **deſſen** Familie in Amerika wohnt.	She married an officer whose family lives in America.

Wie alt iſt die Tochter?	How old is the daughter?
Sie feiern den Geburtstag **der** Tochter.	They are celebrating the daughter's birthday.
Wie alt iſt die Tochter, **deren** Geburtstag ſie feiern?	How old is the daughter whose birthday they're celebrating?
Die Leute heißen Keller.	The people are named Keller.
Ich wohne bei **den** Leuten.	I'm living with the people.
Die Leute, bei **denen** ich wohne, heißen Keller.	The people with whom I'm living are named Keller.
Das ſind die Leute.	Those are the people.
Die Kinder **der** Leute ſtudieren in München.	The people's children are studying in Munich.
Das ſind die Leute, **deren** Kinder in München ſtudieren.	Those are the people whose children are studying in Munich.

Summary:	1	der	das	die	die
	2	den	das	die	die
	3	dem	dem	der	den**en**
	4	deſ**ſen**	deſ**ſen**	der**en**	der**en**

Note the five places where the pronoun der has longer forms than the noun-modifier der. In each case this amounts to adding –en to the sound of the shorter form.

Notice also that in the first two sentences above, the English can omit the relative pronoun: *the soldier you've invited, the sailor she's gotten engaged to.* In German the relative pronoun is never omitted.

C. ORDINAL NUMBERS ('SO-AND-SO MANYETH')

Ihr **zweit**er Sohn iſt Flieger.	Their second son is [an] aviator.
Kennen Sie Kellers **zweit**en Sohn?	Do you know [the] Kellers' second son?
Der **wievielt**e iſt heute?	What's today's date ('the how-manyeth is today')?
Heute iſt der **fünft**e Februar.	Today's the fifth [of] February.
Er kommt am **fünft**en Februar.	He's coming on the fifth [of] February.

Cardinal	*Ordinal*	
wieviel	wievielt-	[vih-FIHLT-]
zwei	zweit-	[TSVAIT-]
vier	viert-	[FIHRT-]
fünf	fünft-	[FÜNFT-]
ſechs	ſechſt-	[ZEKST-]
etc.	etc.	

Irregular:		
eins	erſt-	[EHRST-]
drei	dritt-	[DRITT-]
ſieben	ſiebent-	[ZIHbent-]
	or ſiebt-	[ZIHPT-]

The ordinal numbers are adjectives, and take the usual adjective endings. From 1st through 19th they are formed by adding t to the cardinal number (but note the three irregular ones).

Heute iſt der **zwanzigſt**e April.	Today is the twentieth [of] April.
Er kommt am **einundzwanzigſt**en Mai.	He's coming on the twenty-first [of] May.

zwanzig	zwanzigſt-	[TSVANtsichst-]	hundert	hundertſt-	[HUNdertst-]
dreißig	dreißigſt-	[DRAIssichst-]	tauſend	tauſendſt-	[TAUzentst-]
etc.	etc.		etc.	etc.	

The ordinal numbers from 20th on are formed by adding ſt to the cardinal number.

der 25. Juni	[dehr FÜNV-unt-TSVANtsichste YUHnih]	June 25th
am 14. Juli	[amm FIRR-tsehnten YUHlih]	on July 14th
Berlin, den 1. Mai	[berLIHN, den EHRsten MAI]	Berlin, May 1st (date on a letter)

Ordinal numbers are abbreviated by writing a numeral with a dot after it.

D. VERBS

Present tense

Er **heiratet** ſie.	He marries her.
Sie **verloben** ſich.	They get engaged.

Past tense

Er **heiratete** ſie.	He married her.
Sie **verlobten** ſich.	They got engaged.

Perfect phrase

Er **hat** ſie **geheiratet.**	He married, has married her.
Sie **haben** ſich **verlobt.**	They got, have gotten engaged.

German verbs, like English ones, have only two special tense forms, the PRESENT and the PAST. The past tense is the story-telling equivalent of English *married*, etc. The conversational equivalent of English *married, has married* is the PERFECT PHRASE. This consists of a form of haben plus a PARTICIPLE: er hat . . . geheiratet, etc. Notice that the participle comes at the end.

Participles as adjectives

Sie ſind ſchon **verlobt.**	They are already engaged.
das **verlobte** Paar	the engaged couple

Participles can also be used as adjectives. (In this use geheiratet is replaced by verheiratet: Sind Sie verheiratet? 'are you married?')

E. ADJECTIVES USED AS NOUNS

verlobt	'engaged'	Verlobt–	'fiancé(e)' ('engaged-person')
bekannt	'acquainted'	Bekannt–	'acquaintance' ('acquainted-person')
verwandt	'related'	Verwandt–	'relative' ('related-person')

Mein Verlobt**er** heißt Hans.	My fiancé's name is Hans.
Kennen Sie meinen Verlobt**en**?	Do you know my fiancé?
Meine Verlobt**e** heißt Anna.	My fiancée's name is Anna.
Kennen Sie meine Verlobt**e**?	Do you know my fiancée?
Er iſt ein Bekannt**er** von mir.	He's a (male) acquaintance of mine.
Sie iſt eine Bekannt**e** von mir.	She's a (female) acquaintance of mine.

Ich habe viele Verwandte in Amerika.	I have a lot of relatives in America.
Meine Verwandten wohnen alle in Amerika.	My relatives all live in America.

The words verlobt, bekannt, and verwandt are participles and therefore also adjectives. Hence they take both sets of adjective endings when they are used as nouns. (Compare the word Deutſch- 'German person' in Unit 9, Word Study B.)

F. MAKING NEW WORDS

arbeiten 'work'	der Arbeiter,- [ARbaiter] 'worker'
fliegen 'fly'	der Flieger,- [FLIHger] 'aviator'
ich wandere . . . aus 'I emigrate'	der Auswanderer,- [AUS-vanderer] 'emigrant'
ich wandere . . . ein 'I immigrate'	der Einwanderer,- [AIN-vanderer] 'immigrant'

If you take the stem of a verb and add -er, you can make a noun that means 'man doing such-and-such'. All these nouns are der-words and are unchanged in the plural (except, of course, for the -n that is added in form 3).

Can you explain how the following nouns are put together?

der Diener,- [DIHner] 'servant, butler'
der Fahrer,- [FAHrer] 'driver, chauffeur'
der Mieter,- [MIHter] 'tenant'
der Raucher,- [RAUkher] 'smoker'
der Nichtraucher,- [NICHT-raukher] 'non-smoker'
der Schneider,- [SHNAIder] 'tailor'
der Schreiber,- [SHRAIber] 'clerk'
der Setzer,- [ZETser] 'type-setter'
der Sprecher,- [SHPRECHer] 'speaker'

With umlaut:

der Anfänger,- [ANN-fenger] 'beginner'
der Käufer,- [KOIfer] 'buyer'
der Läufer,- [LOIfer] 'runner'
der Verkäufer,- [fer-KOIfer] 'salesclerk'

Similar words can also be made from phrases consisting of verb plus noun: ich trinke Bier 'I drink beer', der Biertrinker,- [BIHR-tringker] 'beer-drinker':

der Weinkenner,- [VAIN-kenner] 'connoisseur of wines'
der Schuhmacher,- [SHUH-makher] 'shoemaker'
der Uhrmacher,- [UHR-makher] 'watchmaker'
der Arbeitgeber,- [ARbait-gehber] 'employer'
der Arbeitnehmer,- [ARbait-nehmer] 'employee'
der Schiläufer,- [SHIH-loifer] 'skier'

By adding -in (plural -innen) to any of these nouns, or to many other nouns meaning some sort of man or boy, you can get a die-word that means the corresponding woman or girl:

Male	*Female*
der Schneider,– '(man) tailor'	die Schneiderin,–nen 'dressmaker'
der Läufer,– '(man) runner'	die Läuferin,–nen '(woman) runner'
der Enkel,– 'grandson'	die Enkelin,–nen 'granddaughter'
der Wirt,–e 'landlord, innkeeper'	die Wirtin,–nen 'landlady'
der König,–e 'king'	die Königin,–nen 'queen'
der Freund,–e 'boy-friend'	die Freundin,–nen 'girl-friend'
der Amerikaner,– 'American (man)'	die Amerikanerin,–nen 'American (woman)'
der Engländer,– 'Englishman'	die Engländerin,–nen 'Englishwoman'
With umlaut:	
der Schwager,=̈ 'brother-in-law'	die Schwägerin,–nen 'sister-in-law'

2. Covering English and German of Word Study

Give the English equivalents of all German expressions in the *Word Study* and the German for all the English. This is individual study.

3. Review of Basic Sentences

Further oral practice with the first part of the *Basic Sentences.*

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Further oral practice with the second part of the *Basic Sentences.*

2. Covering the English of Basic Sentences

Check your knowledge of the meaning of all words and phrases in the *Basic Sentences*. This is individual study.

3. What Would You Say?

Make a clause out of each of the following questions by starting it off with Ich weiß nicht, . . . Sample question: In welchem Jahr iſt ſie geboren? Sample answer: Ich weiß nicht, in welchem Jahr ſie geboren iſt.

1. Wen laden Kellers ein?
2. Wird es heute regnen?
3. Mit wem hat er ſich verlobt?
4. Wer wohnt in dem Haus da drüben?
5. Lebt ſeine Urgroßmutter noch?
6. Wieviele Kinder haben Kellers jetzt?
7. Wann fängt das Kino an?
8. Hat er eine Amerikanerin geheiratet?
9. Was gibt es heute zum Mittageſſen?
10. Wie heißt die Dame da drüben?
11. Warum will ſie ihn nicht heiraten?
12. Iſt das Eſſen dort gut?

Now combine each of the following pairs of sentences by making a relative clause out of the second sentence Sample question: Wie ſieht das Mädchen aus? Sie gehen heute abend mit dem Mädchen aus. Sample answer: Wie ſieht das Mädchen aus, mit dem Sie heute abend ausgehen?

13. Kellers haben einen Schwiegerſohn.
    Der Schwiegerſohn kommt aus Amerika.
14. Wie heißt das Mädchen?
    Das Mädchen ſpricht jetzt mit Herrn Schulze.
15. Ich habe eine Schweſter.
    Die Schweſter ſtudiert auf der Univerſität Berlin.
16. Meine Urgroßeltern hatten zwei Söhne.
    Die Söhne wanderten nach Amerika aus.
17. Iſt das die Uniform?
    Sie wollen die Uniform bügeln laſſen.
18. Wo wohnen die Leute?
    Wir ſind heute abend bei den Leuten eingeladen
19. Ich habe einen Schwager.
    Der Vater des Schwagers iſt in England geboren
20. Ich habe eine Kuſine.
    Der Mann der Kuſine iſt Poliziſt.

SECTION D—LISTENING IN

1. What Did You Say?

With the other members of the group give orally your responses to the previous exercise as the Leader calls for them

2. Word Study Check-up

Give the German for all English equivalents in the *Word Study* as the Leader calls for it.

3. Listening In

1. A policeman (P.) is questioning Meyer (M.) about his age and place of birth. First the policeman writes down the date:

P: Berlin, den 25. November 1944.
So, jetzt können wir anfangen.
Wie heißen Sie?
M: Ich heiße Hans Meyer: M, e, y, e, r.
P: Wo ſind Sie geboren?
M: Ich bin in New York geboren.
P: Was? Sind Sie denn kein Deutſcher?
M: Nein, ich bin geborener Amerikaner.
P: Sie ſprechen aber ſehr gut Deutſch.
M: Danke ſehr, Herr Wachtmeiſter.
P: Wie alt ſind Sie?
M: Dreiundzwanzig.
P: Wann ſind Sie geboren?
M: 1920.
P: Sie ſind 23 Jahre alt aber 1920 geboren?!
Das iſt doch unmöglich!
Wenn Sie 1920 geboren ſind,
müſſen Sie jetzt vierundzwanzig Jahre alt ſein.
M: Aber nein, Herr Wachtmeiſter.
Mein Geburtstag iſt nämlich im Dezember.
P: Ich will gar nicht wiſſen, wann Ihr Geburtstag iſt!
Ich frage Sie nur, wie alt Sie ſind!
M: Aber ſehen Sie, Herr Wachtmeiſter—
Ich bin am 12. Dezember 1920 geboren.
Ich werde alſo am 12. Dezember dieſes Jahres
24 Jahre alt.
Heute iſt aber der 25. November,
und ich bin jetzt alſo nur 23 Jahre alt.
P: Gut, Sie ſind 23 Jahre alt.

2. Next, the policeman asks Meyer where he lives and whom he knows.

P: Wo wohnen Sie jetzt?
M: Im Palaſt Hotel, Kaiſerſtraße 81.
P: Wen kennen Sie hier in Berlin?
M: Ach, ich habe eine ganze Menge Bekannte.
Ich habe auch Verwandte in München.
P: Was für Verwandte?

M: Einen Onkel, eine Tante, zwei Vettern und eine Kuſine.

P: Sind die auch Amerikaner?

M: Nein, die ſind alle geborene Deutſche.

P: Aha! Sehen Sie, das iſt auch unmöglich.
Wenn Sie geborener Amerikaner ſind,
können Sie doch keine Verwandten haben,
die geborene Deutſche ſind.

M: Natürlich kann ich das!
Mein Vater iſt auch geborener Deutſcher,
aber er wanderte nach Amerika aus
und heiratete eine Amerikanerin.

P: Und jetzt wandern Sie wieder nach Deutſchland ein?

M: Nein, ich bin kein Einwanderer.
Ich ſtudiere nur auf der Univerſität.

P: Sind Sie verheiratet?

M: Nein.

P: Haben Sie Ihre Papiere bei ſich?

M: Ja. Hier, bitte ſchön.

(*The policeman reads the papers.*)

P: So, 1920 geboren, ſtudiert auf der Univerſität,
nicht verheiratet —

M: Darf ich jetzt gehen, Herr Wachtmeiſter?

P: Ja, jetzt dürfen Sie gehen.

3. Meyer (M.) asks Schneider (S.) about the Mueller family.

M: Wo waren Sie geſtern abend, bei Müllers?

S: Ja. Geſtern war Fritz Müllers Geburtstag,
und ich war bei ihm eingeladen.
Die ganze Familie war dort.

M: Auch die vier Großeltern?

S: Der eine Großvater iſt geſtorben,
aber der andere Großvater und die zwei Großmütter waren dort.

M: Hat Fritz viele Verwandte?

S: Ja, eine ganze Menge,
aber ſie wohnen nicht alle hier in Berlin.
Er hat zwei Onkel in Amerika
und einen, der in einer Bank in England arbeitet.

M: Hat er Geſchwiſter?

S: Keine Brüder—ſeine Eltern haben nur einen Sohn.
Aber er hat zwei Schweſtern.
Die eine ſtudiert in England,
aber die andere wohnt hier in Berlin
und war geſtern abend dort.
Sie ſieht ſehr hübſch aus.

M: Iſt ſie verheiratet?

S: Ja, leider, mit einem jungen Offizier.
Und die andere, die auch ſehr gut ausſieht,
iſt mit einem Engländer verlobt.

SECTION E—CONVERSATION

1. Covering the German of Basic Sentences

With the German covered, practice until you can speak the German for each English sentence without hesitation. This is individual study.

2. Vocabulary Check-up

Give the German for all English sentences in the *Basic Sentences* as the Leader calls for it.

3. Conversation

Suggested Topics:

1. Tell somebody about your family—how many relatives you have, where they were born, how old they are, where they live now, what they do, whom they're married or engaged to, etc.
2. You are going to a friend's birthday party. Tell someone else about your friend and his family—when he was born, how old he will be, his brothers and sisters, and the relatives who will be there.
3. You have to tell an official the names and the dates and places of birth of your parents and your brothers and sisters.
4. You're at a party, and you point out different people and ask a friend to tell you who they are: 'Who's the man (der Herr) who's just lighting a cigarette?—That's Mr. So-and-so; he works in a bank.' 'What's the name of the lady who's talking with him?—That's Mrs. Such-and-such; she's a sister-in-law of Mr. Blank.' Etc., etc. (This is a good chance to get in a lot of relative clauses: 'the man who's doing this, the girl who's doing that,' etc.)
5. Ask each other questions like the following: Wie ſind Sie mit dem Bruder Ihrer Frau verwandt? 'how are you related to your wife's brother? Answer: Der Bruder meiner Frau iſt mein Schwager 'my wife's brother is my brother-in-law'. Go through the various relatives this way.

SECTION F—CONVERSATION (*Cont.*)

Continue conversation. Additional check-up on the material of the *Basic Sentences* by the Leader if it seems necessary. *Review:* Complete check-up on the material of the *Word Study* and *Basic Sentences*.

FINDER LIST

alt (¨) [ALT, ELter, ELtest-] 'old'

das Ausland [AUS-lant] 'all the world outside of one's home country'; ins Ausland '(to) abroad'; im Ausland '(at) abroad'

bekannt [be-KANNT] '(well-)known, acquainted'; Bekannt– 'friend, acquaintance'

daß [DASS] (conjunction) 'that' (contrast the noun-modifier and pronoun das)

ein– [AIN-] '(the) one' (takes adjective endings); der eine, der andere 'the one, the other'

(das) England [ENG-lant] 'England'; der Engländer,– [ENG-lender] 'Englishman'; die Engländerin,–nen [ENG-lenderinn] 'Englishwoman'

der Enkel,– [ENGkel] 'grandson'; die Enkelin,–nen [ENGkelinn] 'granddaughter'

die Familie,–n [faMIHlye] 'family'

feiern [FAIern] 'celebrate'

der Flieger,– [FLIHger] 'aviator'

der Freund,–e [FROINT] '(intimate) friend, boyfriend'; die Freundin,–nen [FROINdinn] 'girlfriend'

der Gaſt,¨e [GAST, GESte] 'guest'

geboren [ge-BOHren] 'born'; er iſt geborener Deutſcher 'he's [a] native German'

Geſchwiſter [ge-SHVISter] 'brothers and sisters'

Groß- [GROHSS-] 'grand-', as in Großeltern 'grandparents', etc.; for 'grandchild', see der Enkel

hatten (ich hatte) [HATTen, HATTe] 'had' (past tense of haben 'have')

heiraten [HAIrahten] 'marry'

intereſſant [intreSANT] 'interesting'

der Junge,–n,–n(s) [YUNGe] 'boy'

Keller [KELLer] 'Keller'

das Kind,–er [KINT] 'child'

die Kuſine,–n [kuhZIHne] 'female cousin'

laden (er lädt) [LAHden, LEHT]; ich lade . . . ein 'I invite'; participle eingeladen

leben [LEHben] 'live, be living', contrast wohnen 'live, reside'

Leute [LOIte] 'people'

der Matroſe,–n,–n [maTROHze] 'sailor'

die Menge,-n [MENGe] 'quantity'; eine ganze Menge 'a whole lot of'

(das) München [MÜNN-chen] 'Munich'

nach [NAHKH] (plus form 3) 'to (a city or country)'

der Neffe,-n,-n [NEFFe] 'nephew'

neulich [NOI-lich] 'recently'

die Nichte,-n [NICHte] 'niece'

ob [OPP] 'whether'

der Offizier,-e [offihTSIHR] 'officer'

der Onkel,- [ONGkel] 'uncle'

der Schwager,= [SHVAHger, SHVEHger] 'brother-in-law'; die Schwagerin,-nen [SHVEHgerinn] 'sister-in-law'

Schwieger- [SHVIHger-] 'in-law', as in Schwiegereltern 'parents-in-law', etc.; for 'brother-, sister-in-law', see der Schwager

der Sohn,=e [ZOHN, ZÖHne] 'son'

der Soldat,-en,-en [zolDAHT] 'soldier'

ſterben (er ſtirbt) [SHTERben, SHTIRPT] 'die'; participle geſtorben

ſtudieren [shtuhDIHren] 'study'

die Tante,-n [TANte] 'aunt'

die Tochter,= [TOKHter, TÖCHter] 'daughter'

Ur- [UHR-] 'great-', as in Urgroßeltern 'great-grandparents'

verheiratet [fer-HAIrahtet] 'married'; verheiratet mit 'married to'

verloben [fer-LOHben] 'engage'; ich verlobe mich mit 'I get engaged to'; participle verlobt; Verlobt- 'fiancé(e)'

verwandt [fer-VANT] 'related'; verwandt mit 'related to'; Verwandt- 'relative'

der Vetter,-n [FETTer] 'male cousin'

wandern [VANdern] 'wander, hike'; ich wandere . . . aus 'I emigrate'; ich wandere . . . ein 'I immigrate'

werden (er wird) [VEHRden, VIRT] 'become'

UNIT 14

TRACK TWO

SECTION A—BASIC SENTENCES

	Meyer	
Hullo, Mr. Schneider, how are things?	Tag, Herr Schneider, wie geht's?	
long-time	lange	[LANGe]
I haven't seen you for a long time.	Ich habe Sie lange nicht geſehen.	
go-away-on-a-trip	verreiſen	[fer-RAIzen]
Were you away on a trip?	Waren Sie verreiſt?	
	Schneider	
I have ('am') gone	ich bin . . . gefahren	[ge-FAHren]
before eight days	vor acht Tagen	
to Vienna	nach Wien	[VIHN]
Yes, I went to Vienna a week ago,	Ja, ich bin vor acht Tagen nach Wien gefahren	
I have ('am') come back	ich bin . . . zurückgekommen	[tsuhRÜCK-ge-kommen]
only ('first') yesterday	erſt geſtern	[GEStern]
and (I) didn't get back again until yesterday.	und (ich bin) erſt geſtern wieder zurückgekommen.	
	Meyer	
the trip	die Reiſe	[RAIze]
Really ('so')? Was the trip nice?	So? War die Reiſe ſchön?	

Schneider

I have had	ich habe . . . gehabt	[ge-HAPT]
continuingly	dauernd	[DAUernt]
the bad-luck ('pitch')	das Pech	[PECH]
No, I kept having ('have had continuingly') bad luck.	Nein, ich habe dauernd Pech gehabt.	

Meyer

how-so	wieſo	[vih-ZOH]
the matter ('loose')	los	[LOHS]
How come, what was the matter?	Wieſo, was war denn los?	

Schneider

firstly	erſtens	[EHRstenss]
the train	der Zug	[TSUHK]
miss	verpaſſen	[fer-PASSen]
In the first place I missed the train in Vienna,	Erſtens habe ich in Wien den Zug verpaßt,	
because	weil	[VAIL]
the porter ('baggage-carrier')	der Gepäckträger	[ge-PECK-trehger]
wrong, false	falſch	[FALSH]
the track	der Bahnſteig	[BAHN-shtaik]
brought (past of bringen*)*	brachte	[BRAKHte]
because the porter took ('brought') me onto the wrong track.	weil mich der Gepäckträger auf den falſchen Bahnſteig brachte.	

Meyer

at-least	wenigſtens	[VEHnichstenss]
get	kriegen	[KRIHgen]
Then did you at least get the next train?	Haben Sie dann wenigſtens den nächſten Zug gekriegt?	

	Schneider	
when	als	[ALSS]
I climbed in	ich ſtieg . . . ein	[SHTIHK]
Yes, but when I got in,	Ja, aber als ich einſtieg,	
could (past of können)	konnte	[KONNte]
free	frei	[FRAI]
the place	der Platz	[PLATS]
I couldn't find an empty seat any more.	konnte ich keinen freien Platz mehr finden.	
the compartment	das Abteil	[APP-tail]
of second class	zweiter Klaſſe	[KLASSe]
occupy	beſetzen	[be-ZETsen]
Every seat in every second class compartment was already taken,	Jeder Platz in jedem Abteil zweiter Klaſſe war ſchon beſetzt,	
had-to (past of müſſen)	mußte	[MUSSte]
and I had to go third.	und ich mußte dritter fahren.	
	Meyer	
has ('is') happened	iſt . . . paſſiert	[paSIHRT]
Well what else happened to you?	Was iſt Ihnen denn ſonſt noch paſſiert?	
	Schneider	
while	während	[VEHrent]
ate (past of eſſen)	aß	[AHSS]
the dining-car	der Speiſewagen	[SHPAIze-vahgen]
While I was eating lunch in the dining car,	Während ich im Speiſewagen zu Mittag aß,	

someone-or-other	irgendeiner	[IRgent-AIner]
has stolen	hat . . . geſtohlen	[ge-SHTOHlen]
the suitcase	der Koffer	[KOFFer]
somebody stole my suitcase (from me).	hat mir irgendeiner meinen Koffer geſtohlen.	
	Meyer	
Oh good Lord ('thou dear heaven')!	Ach du lieber Himmel!	[duh lihber HIMMel]
I go . . . through	ich fahre . . . durch	
directly	direkt	[dihREKT]
Could you go right through to Berlin?	Konnten Sie direkt nach Berlin durchfahren?	
	Schneider	
I climb around	ich ſteige . . . um	[SHTAIge]
No, I had to change trains in Munich.	Nein, ich mußte in München umſteigen.	
fortunately	glücklicherweiſe	[GLÜCK-licher-VAIze]
the Berlin sleeping-car	der Berliner Schlafwagen	[SHLAHF-vahgen]
But fortunately I still got a berth on the Berlin sleeping car.	Glücklicherweiſe kriegte ich aber noch ein Bett im Berliner Schlafwagen.	
since, because	da	[DAH]
midnight	die Mitternacht	[MITTer-nakht]
went (past of fahren*)*	fuhr	[FUHR]
But since the sleeper didn't go until midnight ('first at midnight'),	Da der Schlafwagen-Zug aber erſt um Mitternacht fuhr,	
somehow-or-other	irgendwie	[IRgent-VIH]
I strike . . . dead	ich ſchlage . . . tot	[SHLAHge, TOHT]
I had to kill the evening in Munich somehow or other.	mußte ich irgendwie den Abend in München totſchlagen.	

Meyer

well	na	[NA]
will have been	wird . . . geweſen ſein	[ge-VEHzen]
you-know-this-anyhow	ja	[YAH]
difficult	ſchwer	[SHVEHR]
Well, I guess that wasn't very hard ('that will not have been difficult').	Na, das wird ja nicht ſchwer geweſen ſein.	
I have drunk	ich habe . . . getrunken	[ge-TRUNGken]
the Munich beer	das Münchner Bier	[MÜNN-chner]
How much of that good Munich beer did you drink?	Wieviel von dem guten Münchner Bier haben Sie denn getrunken?	

Schneider

speak, talk	reden	[REHden]
Let's not talk about it!	Davon wollen wir gar nicht reden!	

* * *

Train Time

arrives	kommt . . . an	
When does the train arrive?	Wann kommt der Zug an?	
At 11:55 P. M. ('23 o'clock 55').	Um 23 Uhr 55.	
drives off	fährt . . . ab	[APP]
When does the train leave?	Wann fährt der Zug ab?	
At 12:01 A. M. ('0 o'clock 1').	Um null Uhr eins.	

* * *

the iron	das Eiſen,–	[AIzen]
the railroad	die Eiſenbahn,–en	[AIzen-bahn]

the Reich, Germany, empire	das Reich, -e	[RAICH]
the German National Railway	die Reichsbahn	[RAICHS-bahn]
the timetable ('travel-plan')	der Fahrplan,¨e	[FAHR-plahn, -plehne]
the ticket ('travel-card')	die Fahrkarte,-n	[FAHR-karte]
once	einmal	[AIN-mahl]
One round trip ticket to Berlin ('once Berlin, to-there and back').	Einmal Berlin, hin und zurück!	

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study

A. TYPES OF VERBS

	Weak Verbs			*Strong Verbs*		
	'live'	'say'	Endings:	'drink'	'see'	Endings:
Present:	**leb**en	**ſag**en	-en	**trink**en	**ſeh**en	-en
Past:	**leb**te	**ſag**te	-te	**trank**	**ſah**	—
Participle:	ge**lebt**	ge**ſagt**	-t	ge**trunk**en	ge**ſeh**en	-en

Weak verbs. Most German verbs form their past by adding -te to the stem, and their participle by adding -t. Notice how similar this is to English *live, lived, lived*, etc.

Automatic changes. Verbs that add an extra -e- before the -t of the er-form (er heiratet, er badet, es regnet) also add it before the -te of the past (heiratete, badete, regnete) and the -t of the participle (geheiratet, gebadet, geregnet).

Irregular weak verbs. A few weak verbs change their stem before adding the -te and the -t: bringen brachte gebracht (like English *bring brought brought*); können konnte gekonnt (like English *can could could*).

Strong verbs. Slightly more than 100 German verbs are irregular in that they form their past simply by changing their stem, and their participle by adding -en, with or without change of stem. Notice how similar this is to English *drink drank drunk, see saw seen*, etc.

B. THE PARTICIPLE

If the 1st syllable is accented,			*the participle has* ge–:		
arbeiten	[ARbaiten]	'work'	gearbeitet	[ge-ARbaitet]	'worked'
kaufen	[KAUfen]	'buy'	gekauft	[ge-KAUFT]	'bought'
kommen	[KOMMen]	'come'	gekommen	[ge-KOMMen]	'come'
ſtehen	[SHTEHen]	'stand'	geſtanden	[ge-SHTANden]	'stood'
If the 1st syllable is NOT accented,			*the participle does NOT have* ge–:		
paſſieren	[paSIHren]	'happen'	paſſiert	[paSIHRT]	'happened'
verkaufen	[fer-KAUfen]	'sell'	verkauft	[fer-KAUFT]	'sold'
bekommen	[be-KOMMen]	'get'	bekommen	[be-KOMMen]	'gotten'
verſtehen	[fer-SHTEHen]	'understand'	verſtanden	[fer-SHTANden]	'understood'

C. THE PAST TENSE

	'lived'	'said'	Endings:	'drank'	'saw'	Endings:
ich	lebte	ſagte	–te	trank	ſah	—
er, es, ſie	lebte	ſagte	–te	trank	ſah	—
wir, Sie, ſie	lebten	ſagten	–ten	tranken	ſahen	–en

D. THE PERFECT PHRASE

Ich **habe** in München **ſtudiert.**	I studied, have studied in Munich.
Er **hat** den Wagen **gefahren.**	He drove, has driven the car.

Most verbs make their perfect phrase with haben 'have'.

Ich **bin** zurück**gekommen.**	I came, have come back.
Er **iſt** nach Berlin **gefahren.**	He drove, has driven to Berlin.
Was **iſt** ſonſt noch **paſſiert?**	What else happened, has happened?
Er **iſt** geſtern **geſtorben.**	He died, has died yesterday.

Verbs of MOTION ('come, drive') and verbs of INNER CHANGE ('happen, die') make their perfect phrase with ſein 'be'. However, no verb that has an object in form 2 makes its perfect phrase with ſein. Hence Er **iſt** nach Berlin gefahren 'he drove to Berlin', but Er **hat** den Wagen nach Berlin gefahren 'he drove the car to Berlin.'

Ich **bin** zu Hauſe **geblieben.**	I stayed, have stayed at home.
Wo **ſind** Sie **geweſen?**	Where were you, have you been?

By exception, the verbs bleiben 'stay' and ſein 'be' also make their perfect phrases with ſein.

There is no set rule that can tell us when a German will use the past tense and when he will use the perfect phrase. The best general statement we can make is to say that he will use the past in telling a story, but the perfect in ordinary conversation. Go back through the Basic Sentences of this unit and see how well this statement works out.

E. LISTING GERMAN VERBS

The new verbs of this unit are given in the *Finder List*. In previous units we have had verbs with the following irregularities (only the irregular forms are given):

Weak Verbs

Present		*Past*	*Participle*	
wandern			iſt gewandert	'wander, hike'
ſollen	ich ſoll			'be supposed to'
wollen	ich will			'want to'
dürfen	ich darf	durfte	gedurft	'be allowed to, may'
können	ich kann	konnte	gekonnt	'can, be able to'
mögen	ich mag	mochte	gemocht	'like'
müſſen	ich muß	mußte	gemußt	'must, have to'
wiſſen	ich weiß	wußte	gewußt	'know (a fact)'
haben	er hat	hatte	gehabt	'have'
bringen		brachte	gebracht	'bring'
kennen		kannte	gekannt	'know (a thing or person)'

Strong Verbs

Notice that if the stem vowel of the present is a or e, the er-form is irregular: a changes to ä, and e to **i** (except in gehen and ſtehen).

bekommen		bekam	bekommen	'get'
bieten		bot	geboten	'offer'
bitten		bat	gebeten	'ask, request'
bleiben		blieb	iſt geblieben	'stay'
eſſen	er ißt	aß	gegeſſen	'eat'
fahren	er fährt	fuhr	iſt gefahren	'go, drive'
fangen	er fängt	fing	gefangen	'catch'
finden		fand	gefunden	'find'
geben	er gibt	gab	gegeben	'give'
gefallen	er gefällt	gefiel	gefallen	'please'
gehen		ging	iſt gegangen	'go, walk'
halten	er hält	hielt	gehalten	'stop, hold'
hängen		hing	gehangen	'be hanging'
heißen		hieß	geheißen	'be called'
kommen		kam	iſt gekommen	'come'
laden	er lädt	lud	geladen	'load'
laſſen	er läßt	ließ	gelaſſen	'let'
laufen	er läuft	lief	iſt gelaufen	'run'
leihen		lieh	geliehen	'lend'
liegen		lag	gelegen	'lie'
nehmen	er nimmt	nahm	genommen	'take'
ſchneiden		ſchnitt	geſchnitten	'cut'
ſchreiben		ſchrieb	geſchrieben	'write'
ſehen	er ſieht	ſah	geſehen	'see'
ſein	bin, iſt, ſind	war	iſt geweſen	'be'
ſitzen		ſaß	geſeſſen	'sit'

ſprechen	er ſpricht	ſprach	geſprochen	'speak'
ſtehen		ſtand	geſtanden	'stand'
ſterben	er ſtirbt	ſtarb	iſt geſtorben	'die'
treffen	er trifft	traf	getroffen	'meet'
trinken		trank	getrunken	'drink'
vergeſſen	er vergißt	vergaß	vergeſſen	'forget'
verſtehen		verſtand	verſtanden	'understand'
waſchen	er wäſcht	wuſch	gewaſchen	'wash'
werden	er wird	wurde	iſt geworden	'become'
ziehen		zog	iſt gezogen	'move'

Note. Hängen 'hang, be hanging' is strong: **das Bild** at an der Wand gehangen 'the picture hung on the wall'; ängen 'hang, cause to hang' is weak: er hat **das Bild** an ie Wand gehängt 'he hung the picture on the wall.'

With the exception of the verbs listed above, all the verbs we have had in previous units are weak, with no irregularities.

F. THE WORDS wann, wenn, als.

Present and future time

ann fahren Sie nach Wien?	When are you going to Vienna?
enn ich nach Wien fahre, . . .	If, when, whenever I go to Vienna . . .

Past time

ann ſind Sie nach Wien gefahren?	When did you go to Vienna?
enn ich nach Wien fuhr, . . .	Whenever (every time) I went to Vienna . . .
ls ich nach Wien fuhr, . . .	When (once) I went to Vienna . . .

Wann always asks a question: 'when?' Wenn means 1) in present time 'if, when, whenever'; (2) in past time 'if, whenever'. Als is used only in speaking of something that happened once in the past.

G. MAKING NEW WORDS

(1)

erſt-	'first'	erſtens	'firstly, in the first place'
zweit-	'second'	zweitens	'secondly, in the second place'
dritt-	'third'	drittens	'thirdly, in the third place'
etc.		etc.	
meiſt-	'most'	meiſtens	'mostly, usually'
wenigſt-	'least'	wenigſtens	'at least'

(2)

Berlin —	im Berliner Schlafwagen	in the Berlin sleeping car
München —	das Münchner Bier	the Munich beer
Hamburg —	der Hamburger Bahnhof	the Hamburg railroad station

Adjectives are made from city names by adding -er. These adjectives are unchangeable; they never take endings

(3)

Berlin —	der Berliner,-	'man from Berlin'	die Berlinerin,-nen	'woman from Berlin'
Wien —	der Wiener,-	'man from Vienna'	die Wienerin,-nen	'woman from Vienna'
etc.	etc.			etc.
England —	der Engländer,-	'Englishman'	die Engländerin,-nen	'Englishwoman'
das Ausland —	der Ausländer,-	'foreigner (man)'	die Ausländerin,-nen	'foreigner (woman)'

(4) irgend- [IRgent]:

irgendein	[IRgent-ain]	'some . . . or other'
irgendeiner	[IRgent-AIner]	'someone or other'
irgendetwas	[IRgent-ETT-vass]	'something or other'
irgendwie	[IRgent-VIH]	'somehow or other'
irgendwann	[IRgent-VANN]	'sometime or other'
irgendwo	[IRgent-VOH]	'at somewhere or other'
irgendwo anders	[IRgent-voh ANderss]	'at somewhere else'
irgendwohin	[IRgent-voh-HINN]	'to somewhere or other'
irgendwoher	[IRgent-voh-HEHR]	'from somewhere or other'

(5) ſteigen (ſtieg, iſt geſtiegen) [SHTAIgen, SHTIHK, ge-SHTIHgen] 'climb':

ich ſteige . . . ein	'I get in (a train, auto, street car)'
ich ſteige . . . aus	'I get out (of a train, auto, street car)'
ich ſteige . . . um	'I change (trains, street cars)'
Alles einſteigen!	'All aboard!'

(6) reiſen (iſt gereiſt) [RAIzen] 'travel':
die Reiſe,-n 'trip'; ich mache eine Reiſe 'I take a trip'
verreiſen (iſt verreiſt) 'go away on a trip'

der Wagen,– [VAHgen] 'car':
der Speiſewagen,– 'dining car' (die Speiſekarte,-n 'menu')
der Schlafwagen,– 'sleeping car' (das Schlafzimmer,– 'bedroom')

der Gepäckträger,– [ge-PECK-trehger] 'porter':
das Gepäck [ge-PECK] 'baggage'
packen [PACKen] 'pack'; ich packe meinen Koffer 'I pack my bag'

der Träger,– [TREHger] 'carrier'
tragen (er trägt, trug, getragen) [TRAHgen, TREHKT, TRUHK, ge-TRAHgen] 'carry, wear';
er trägt ſeinen Koffer 'he's carrying his bag'; er trägt einen Mantel 'he's wearing an overcoat'

2. Covering English and German of Word Study

Give the English equivalents of all German expressions in the *Word Study* and the German for all the English. This is individual study.

3. Review of Basic Sentences

Further oral practice with the first part of the *Basic Sentences*.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Further oral practice with the second part of the *Basic Sentences*.

2. Covering the English of Basic Sentences

Check your knowledge of the meaning of all words and phrases in the *Basic Sentences*. This is individual **study.**

3. What Would You Say?

Read the following sentences out loud, connecting them by means of the conjunctions that are given. Sample question: Als. Ich ſtieg ein. Ich konnte keinen freien Platz mehr finden. Sample answer: Als ich **einſtieg, konnte** ich keinen freien Platz mehr finden.

1. Als. Ich kam zum Bahnhof. Ich konnte keinen Gepäckträger finden.
2. Während. Ich ſuchte einen Gepäckträger. Der Zug fuhr ab.
3. Weil. Ich konnte keinen Gepäckträger finden. Ich verpaßte den Zug.
4. Da. Ich hatte den erſten Zug verpaßt. Ich mußte mit dem nächſten fahren.
5. Als. Der nächſte Zug kam an. Ich ſtieg ein.
6. Da. Alle Abteile zweiter Klaſſe waren ſchon beſetzt. Ich mußte dritter fahren.
7. Wenn. Ich fahre wieder mit der Eiſenbahn. Ich laſſe meinen Koffer zu Hauſe.

Read aloud each of the following questions, and expand the skeleton answer into a full sentence. After you have gone through the whole exercise once this way, go back over it again, changing all the verbs into perfect phrases. Sample question: Was machen Sie? (kaufe Anzug) Sample answer: 1st time: Was machen Sie? Ich kaufe mir einen Anzug. 2nd time: Was haben Sie gemacht? Ich habe mir einen Anzug gekauft.

8. Wo gehen Sie hin? (in die Stadt)
9. Wie fahren Sie in die Stadt? (mit der Straßenbahn)
10. Wo gehen Sie dann hin? (in ein Warenhaus)
11. Mit wem ſprechen Sie dort? (mit dem Verkäufer)
12. Was zeigt Ihnen der Verkaufer? (einen blauen Anzug)
13. Was machen Sie mit dem Anzug? (probiere ihn an)
14. Wie paßt die Jacke? (paßt ſehr gut)
15. Wie paßt die Hoſe? (iſt zu kurz)
16. Was laſſen Sie machen? (laſſe die Hoſe länger machen)

17. Wieviel bezahlen Sie für den Anzug? (65 RM)
18. Was macht der Verkäufer mit dem Anzug? (wickelt ihn ein)
19. Wo gehen Sie dann hin? (nach Hauſe)
20. Was machen Sie zu Hauſe? (ziehe den neuen Anzug an)
21. Was machen Sie am Abend? (gehe mit Fräulein Lehmann aus)
22. Wo gehen Sie erſt hin? (in ein Reſtaurant)
23. Was machen Sie dort? (eſſen zu Abend)
24. Was machen Sie dann? (gehen ins Theater)

Read the following biography out loud, changing the verbs in parentheses from the present to the past.

Mein Urgroßvater (wird) 1820 in einer kleinen Stadt in Deutſchland geboren. Als er 18 Jahr alt (iſt), (ziehen) ſeine Eltern nach Berlin und mein Urgroßvater (ſtudiert) dort auf der Univerſität. 1847 (heiratet) er, aber im nächſten Jahr (wandern) er und ſeine Frau nach Amerika aus. Sie (fahren) nach Chicago, wo er in einer Bank (arbeitet). In den nächſten 10 Jahren (bekommen) ſie fünf Kinder, zwei Söhne und drei Töchter. Der ältere Sohn, der mein Großvater (iſt), (geht) nach San Franzisko und (heiratet) dort eine Amerikanerin, deren Eltern auch aus Deutſchland (kommen). Der jüngere Sohn (bleibt) in Chicago. Mein Urgroßvater und meine Urgroßmutter (ſterben) beide im Jahr 1902.

SECTION D—LISTENING IN

1. What Did You Say?

With the other members of the group give orally your responses to the previous exercise as the Leader calls for them.

2. Word Study Check-up

Give the German for all English equivalents in the *Word Study* as the Leader calls for it.

3. Listening In

1. Meyer (M.) buys a round trip ticket from the ticket seller (F. = Fahrkartenverkäufer).

M: Einmal München, dritter Klaſſe, hin und zurück.
F: Vierundfünfzig Mark fünfzig, bitte. (54,50 RM)

M: Wann fährt eigentlich der nächſte Zug nach München?

F: Um 18 Uhr 43.
Nein, den können Sie nicht mehr kriegen.
Der iſt ſchon abgefahren.
Der nächſte fährt um 19 Uhr 35.

M: Von welchem Bahnſteig fährt er?

F: Bahnſteig zwei.
Gehen Sie hier gerade aus, und dann links.

M: Danke ſchön.

2. Meyer (M.) gets a porter (G. = Gepäckträger) to carry his baggage to the 7:35 P. M. train.

M: Gepäckträger! Bringen Sie bitte mein Gepäck auf Bahnſteig zwei!

G: Wieviel Stück haben Sie?

M: Drei, zwei große Koffer und einen kleinen.
Ich fahre mit dem Münchner Zug.

G: Ich weiß ſchon Beſcheid—
19 Uhr 35, Bahnſteig 2.
Welcher Klaſſe fahren Sie?

M: Dritter.

G: Wünſchen Sie ein Raucher-Abteil oder ein Nichtraucher-Abteil?

M: Raucher, bitte.

G: Ich gehe jetzt auf Bahnſteig 4,
aber wenn ich zurückkomme, bringe ich Ihre Sachen auf Bahnſteig 2.

M: Gut, und vergeſſen Sie den kleinen Koffer nicht.

G: Nein. Ich bin um halb acht auf dem Bahnſteig.

3. Meyer (M.) tells Schneider (S.) about his trip to Munich.

S: Wo waren Sie denn die letzten paar Tage?
Ich habe Sie ja gar nicht geſehen.

M. Nein, ich war verreiſt.

S: Wo ſind Sie denn hingefahren?

M: Nach Süddeutſchland.
Ich wollte an ſich ſchilaufen gehen,
aber als ich in München ankam, war kein Schnee.
Und ohne Schnee kann man ja nicht gut ſchilaufen.

S: Was haben Sie denn gemacht?
Sind Sie ſofort zurückgefahren?

M: Nein. Da ich ſchon in München war,
wollte ich ein paar Tage dort bleiben,
um mir die Stadt anzuſehen.

S: Ach, München iſt eine wunderbare Stadt, finden Sie nicht auch?

M: Ja, ich finde es herrlich.

S: Was hat Ihnen dort am beſten gefallen?

M: Na, erſtens das Bier.
Ich glaube, das Münchner Bier iſt das beſte, das es gibt.
Wenigſtens habe ich nie beſſeres Bier getrunken.

S: Hoffentlich haben Sie nicht zu viel davon getrunken!

M: Von dem Bier könnte ich nie genug trinken!
S: Was hat Ihnen ſonſt gut gefallen?
M: Zweitens, das Deutſche Muſeum.
Ich gehe nicht oft ins Muſeum,
aber ich glaube, das iſt das beſte, das ich kenne.

S: Ja. Es iſt wahrſcheinlich das intereſſanteſte Muſeum in ganz Deutſchland.
Wie lange ſind Sie in München geblieben?
M: Nur ein paar Tage.
Ich bin geſtern wieder zurückgekommen.

SECTION E—CONVERSATION

1. Covering the German of Basic Sentences

With the German covered, practice until you can speak the German for each English sentence without hesitation. This is individual study.

2. Vocabulary Check-up

Give the German for all English sentences in the *Basic Sentences* as the Leader calls for it.

3. Conversation

Suggested Topics:

1. In the station: Where can you buy a ticket? You buy it. What time does the train leave? What track? Where can you get something to eat?
2. You ask a porter to take your baggage. Tell him what train, what track, what time. He asks how many pieces? what class? smoker or non-smoker?
3. A German tells you about German trains: three classes; most people travel third when they take a short trip, second for long trips; very few people travel first. The railroad cars are different from in America: German railroad cars have compartments; if you want to smoke, you go into a smoker-compartment.
4. Tell somebody about a railroad trip you took: where you went, when you left, when you got there, what you saw there, when you came back.
5. Tell somebody about all the tough luck you had on a railroad trip: you missed the first train; you couldn't get a berth on the second one; when you changed trains you forgot one of your bags; while you were in the diner somebody stole your overcoat, etc.

Section F—Conversation (*Cont.*)

Continue conversation. Additional check-up on the material of the *Basic Sentences* by the Leader if it seems necessary.

Review: Complete check-up on the material of the *Word Study* and *Basic Sentences*.

FINDER LIST

das Abteil, -e [APP-tail] 'compartment' (German railway cars are always divided into compartments that run crosswise to the car)

als [ALSS] 'when (once in the past)'

der Bahnſteig, -e [BAHN-shtaik] 'track, platform (in a station)'

beſetzen [be-ZETsen] 'occupy'

da [DAH] 'since, because'

dauernd [DAUernt] 'continuingly'

direkt [dihREKT] 'direct'

du [DUH] 'thou'

einmal [AIN-mahl] 'once'

das Eiſen,– [AIzen] 'iron'

die Eiſenbahn,-en [AIzen-bahn] 'railroad, railway'

erſt [EHRST] 'only, not until'; erſt geſtern 'only yesterday'

fahren: ich fahre . . . ab (bin abgefahren) 'I leave, depart'

fahren: ich fahre . . . durch (bin durchgefahren) 'I travel (straight) through'

die Fahrkarte,-n [FAHR-karte] 'ticket (for traveling)'

der Fahrplan,–̈e [FAHR-plahn, -plehne] 'timetable'

falſch [FALSH] 'wrong'

frei [FRAI] 'free, unoccupied'

der Gepäckträger,– [ge-PECK-trehger] 'porter'

geſtern [GEStern] 'yesterday'

glücklicherweiſe [GLÜCK-licher-VAIze] 'fortunately'

der Himmel,– [HIMMel] 'sky, heaven'

irgend- [IRgent-] 'some . . . or other'; irgendeiner 'someone or other'; irgendwie 'somehow or other'

ja [YAH] 'you-know-this-anyhow, of course' die Klaſſe,–n [KLASSe] 'class' (German railroads have three classes)

der Koffer,– [KOFFer] 'bag, suitcase, trunk'

kommen: ich komme . . . an (bin angekommen) 'I arrive'

kriegen [KRIHgen] 'get, obtain, receive'

lange [LANGe] 'for a long time'

lieb [LIHP] 'dear'

los [LOHS] 'loose'; was iſt los? 'what's the matter?'

die Mitternacht [MITTer-nakht] 'midnight'

na [NA] 'well'

paſſieren (iſt paſſiert) [paSIHren] 'happen'

das Pech,–e [PECH] 'pitch; bad luck'

der Platz,⸗e [PLATS, PLETse] 'place, seat'

reden [REHden] 'speak, talk'

das Reich,–e [RAICH] 'Reich, Germany, empire'

die Reichsbahn [RAICHS-bahn] 'German National Railway'

die Reiſe,–n [RAIze] 'trip, journey'

der Schlafwagen,– [SHLAHF-vahgen] 'sleeping car'

ſchlagen (er ſchlägt, ſchlug, geſchlagen) [SHLAHgen, SHLEHKT, SHLUHK, ge-SHLAHgen] 'hit, strike'; ich ſchlage . . . tot 'I strike dead, kill by hitting'

ſchwer [SHVEHR] 'heavy, difficult'

der Speiſewagen,– [SHPAIze-vahgen] 'dining car'

ſtehlen (er ſtiehlt, ſtahl, geſtohlen) [SHTEHlen, SHTIHLT, SHTAHL, ge-SHTOHlen] 'steal'

ſteigen (ſtieg, iſt geſtiegen) [SHTAIgen, SHTIHK, ge-SHTIHgen] 'climb'; ich ſteige . . . ein 'I get in (a train, auto, street car)'; ich ſteige . . . aus 'I get out (of a train, auto, street car)'; ich ſteige . . . um 'I change (trains, street cars)'

tot [TOHT] 'dead'

verpaſſen [fer-PASSen] 'miss (a train, boat, etc.)'

verreiſen (iſt verreiſt) [fer-RAIzen] 'go away on a trip'

vor [FOHR] (plus form 3) 'ago'; vor einem Jahr 'a year ago'; etc.

der Wagen,– [VAHgen] 'car'

während [VEHrent] 'while'

weil [VAIL] 'because'

wenigſtens [VEHnichstenss] 'at least'

(das) Wien [VIHN] 'Vienna'

wieſo [vih-ZOH] 'how come'

der Zug,⸗e [TSUHK, TSÜHge] 'train'

UNIT 15

AN EVENING OUT

SECTION A—BASIC SENTENCES

	Keller	
tired	müde	[MÜHde]
Boy ('children'), but am I tired today!	Kinder, bin ich heute aber müde!	
the week	die Woche	[VOKHe]
three-times	dreimal	[DRAI-mahl]
I've gone out three times this week.	Ich bin dieſe Woche dreimal ausgegangen.	
	Fischer	
the Thursday	der Donnerstag	[DONNerss-tahk]
the concert	das Konzert	[konTSERT]
Yes, I saw you last Thursday at ('in') the concert.	Ja, ich habe Sie letzten Donnerstag im Konzert geſehen.	
the (big) orchestra	das Orcheſter	[orKESter]
Beethoven	Beethoven	[BEHT-hohven]
the symphony	die Symphonie	[zümfohNIH]
play	ſpielen	[SHPIHlen]
The orchestra played Beethoven's fifth symphony wonderfully, don't you think so too?	Das Orcheſter hat Beethovens fünfte Symphonie wunderbar geſpielt, finden Sie nicht auch?	

	Keller	
the Wednesday	der Mittwoch	[MITT-vokh]
the opera	die Oper	[OHper]
Yes. We had already gone (in)to the opera on (the) Wednesday	Ja. Wir waren ſchon am Mittwoch in die Oper gegangen	
I listen to	ich höre mir . . . an	[HÖHre]
Wagner	Wagner	[VAHgner]
"The Meistersinger"	„Die Meiſterſinger"	[MAIster-zinger]
and had listened to Wagner's "Meistersinger."	und hatten uns Wagners „Meiſterſinger" angehört.	
Then Thursday was the concert,	Donnerstag war dann das Konzert,	
and last night we went to the movies.	und geſtern abend gingen wir ins Kino.	
	Fischer	
the film, moving-picture	der Film	[FILM]
Was the movie good?	War der Film gut?	
	Keller	
Paula Wessely	Paula Weſſely	[PAUlah VESSelih]
main	Haupt-	[HAUPT-]
the rôle, part	die Rolle	[ROLLe]
Yes. Paula Wessely played the lead ('main-rôle'),	Ja. Paula Weſſely hat die Hauptrolle geſpielt,	
anyhow	überhaupt	[ühber-HAUPT]
the favorite	der Liebling	[LIHP-ling]
the movie-actress	die Filmſchauſpielerin	[FILM-shau-shpihlerinn]
and she's my favorite movie actress anyhow.	und ſie iſt überhaupt meine Lieblingsfilmſchauſpielerin.	

the newsreel	die Wochenſchau	[VOKHen-shau]
rather stupid	ziemlich dumm	[TSIHM-lich DUMM]
the comedy	das Luſtſpiel	[LUST-shpihl]
Before the main feature [there] was a newsreel and a rather stupid comedy.	Vor dem Hauptfilm waren eine Wochenſchau und ein ziemlich dummes Luſtſpiel.	
	Fischer	
late	ſpät	[SHPEHT]
Did you stay out late?	Sind Sie ſpät ausgeblieben?	
	Keller	
beforehand	vorher	[FOHR-hehr]
the cocktail	der Cocktail	[KOCK-tehl]
the bar	die Bar	[BAHR]
Yes. Beforehand we had already drunk a few cocktails in the bar in the Palace Hotel,	Ja. Vorher hatten wir ſchon ein paar Cocktails in der Bar im Palaſt Hotel getrunken,	
afterwards	nachher	[NAHKH-hehr]
the nightclub	das Nachtlokal	[NAKHT-lohkahl]
but afterwards my wife still wanted to go (in)to a nightclub.	aber nachher wollte meine Frau noch in ein Nachtlokal gehen.	
	Fischer	
I amuse myself	ich amüſiere mich	[amühZIHre]
Did you have a good time?	Haben Sie ſich gut amüſiert?	
	Keller	
the fun	der Spaß	[SHPAHSS]
Yes, we had a lot of fun.	Ja, wir haben ſehr viel Spaß gehabt.	

the place (for eating or drinking)	das Lokal	[lohKAHL]
We went (in)to a place on Main Street.	Wir gingen in ein Lokal in der Hauptſtraße,	
tell, relate	erzählen	[er-TSEHlen]
that Hans Mueller had told me about.	von dem mir Hans Müller erzählt hatte.	
	Fischer	
the music	die Muſik	[muhZIHK]
Was the music good?	War die Muſik gut?	
	Keller	
nice	nett	[NETT]
the (small) orchestra, band	die Kapelle	[kaPELLe]
Yes, they had a very nice orchestra.	Ja, ſie hatten eine ſehr nette Kapelle.	
But you know how it is with women.	Aber Sie wiſſen ja, wie das mit Frauen iſt.	
Once they go out ('when they once go out'),	Wenn ſie einmal ausgehen,	
until	bis	[BISS]
dance	tanzen	[TANtsen]
red	rot	[ROHT]
the champagne	der Sekt	[ZEKT]
they want to dance and drink sparkling burgundy ('red champagne') until three o'clock in the morning.	wollen ſie bis drei Uhr morgens tanzen und roten Sekt trinken.	
	Fischer	
bet	wetten	[VETTen]
the hangover ('tom-cat')	der Kater	[KAHter]
I'll bet you've got a nice little hangover this morning.	Ich wette, Sie haben heute morgen einen netten kleinen Kater.	

	Keller	
I sure have!	Allerdings!	
to-God be thanks	Gott ſei Dank	[GOTT zai DANGK]
tomorrow early	morgen früh	[FRÜH]
sleep	ſchlafen	[SHLAHfen]
Thank the Lord I can sleep late ('long-time') tomorrow morning!	Gott ſei Dank, daß ich morgen früh lange ſchlafen kann!	

* * *

The days of the week:	Die Wochentage:	[VOKHen-tahge]
Sunday	der Sonntag	[ZONN-tahk]
Monday	der Montag	[MOHN-tahk]
Tuesday	der Dienstag	[DIHNSS-tahk]
Wednesday	der Mittwoch	[MITT-vokh]
Thursday	der Donnerstag	[DONNerss-tahk]
Friday	der Freitag	[FRAI-tahk]
Saturday (a) in north Germany	der Sonnabend	[ZONN-ahbent]
(b) in south Germany and the Rhineland	der Samstag	[ZAMSS-tahk]
the day before yesterday	vorgeſtern	[FOHR-gestern]
the day after tomorrow	übermorgen	[ÜHber-morgen]

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study

A. THE PLUPERFECT PHRASE

Perfect Phrase

Ich **habe** die Karten **gekauft.**	I bought, have bought the tickets.
Ich **bin** ins Konzert **gegangen.**	I went, have gone to the concert.

Pluperfect Phrase

Ich **hatte** die Karten **gekauft.**	I had bought the tickets.
Ich **war** ins Konzert **gegangen.**	I had gone to the concert.

The perfect phrase is made up of the present tense of haben (or ſein) plus a participle; the pluperfect phrase is made up of the past tense of haben (or ſein) plus a participle. Verbs that make their perfect phrase with ſein also make their pluperfect phrase with ſein.

B. TIME EXPRESSIONS

geſtern morgen	yesterday morning
geſtern nachmittag	yesterday afternoon
geſtern abend	last night
heute morgen	this morning
heute nachmittag	this afternoon
heute abend	this evening
morgen früh	tomorrow morning ('tomorrow early')
morgen nachmittag	tomorrow afternoon
morgen abend	tomorrow night

am Morgen,	morgens	in the morning,	mornings
am Nachmittag,	nachmittags	in the afternoon,	afternoons
am Abend,	abends	in the evening,	evenings
in der Nacht,	nachts	at night,	nights
am Sonntag,	ſonntags	on Sunday,	Sundays
am Montag,	montags	on Monday,	Mondays,
uſw.	uſw.	etc.	etc.

C. THE DAYS OF THE WEEK

der Sonntag	'Sunday'	die Sonne,-n [ZONNe] 'sun'
der Montag	'Monday'	der Mond,-e [MOHNT] 'moon'
der Donnerstag	'Thursday'	der Donner,- [DONNer] 'thunder'
der Mittwoch	'Wednesday'	die Mitte der Woche 'the middle of the week'
der Sonnabend	'Saturday'	der Abend des Sonntags 'the eve of Sunday'

Compare der Donnerstag 'day of thunder' with English *Thursday*, which is named for Thor, the Norse god of thunder.

D. THE NOUN das Mal.

einmal	[AIN-mahl]	once
zweimal	[TSVAI-mahl]	twice
dreimal	[DRAI-mahl]	three times
uſw.	etc.	etc.
beidemal	[BAIde-mahl]	both times
diesmal	[DIHS-mahl]	this time
ein paarmal	[ain PAHR-mahl]	a few times
jedesmal	[YEHdes-mahl]	every time
das erſtemal	[dass EHRste-mahl]	the first time
das letztemal	[dass LETste-mahl]	the last time
das nächſte Mal	[dass NEHCHste mahl]	the next time
nächſtes Mal	[NEHCHstes mahl]	next time
zum erſtenmal	[tsumm EHRsten-mahl]	for the first time
zwei mal zwei iſt vier	[TSVAI mahl TSVAI ist FIHR]	two times two is four

The word das Mal is a perfectly ordinary noun. The only queer thing about it is that it is usually written together with a preceding word, though not consistently so. Don't let this peculiar spelling bother you; it's the sound you are interested in, not the spelling.

E. MAKING NEW WORDS

ſpielen [SHPIHlen] 'play'; ich ſpiele Karten 'I play cards':

das Spiel,–e [SHPIHL] 'game'
die Karte,–n [KARte] 'card'
das Kartenſpiel,–e [KARten-shpihl] 'game of cards'
die Luſt,¨e [LUST, LÜSte] 'pleasure'
das Luſtſpiel,–e [LUST-shpihl] 'comedy'

ſchauen [SHAUen] 'look'
das Schauſpiel,–e [SHAU-shpihl] 'spectacle'
der Schauſpieler,– [SHAU-shpihler] 'actor'
der Theaterſchauſpieler,– [tehAHter-shau-shpihler] 'theater actor'
der Filmſchauſpieler,– [FILM-shau-shpihler] 'movie actor'

das Haupt,¨er [HAUPT, HOIPter] 'head', in compounds 'main':

die Hauptrolle,–n [HAUPT-rolle] 'main rôle, lead'
der Hauptfilm,–e [HAUPT-film] 'main moving picture'
die Hauptſtraße,–n [HAUPT-shtrahsse] 'main street'

die Hauptſtadt,¨e [HAUPT-shtatt, -shtehte] 'capital (city)'
der Hauptbahnhof,¨e [HAUPT-bahn-hohf, -höhfe] 'main railroad station'
die Hauptſache,–n [HAUPT-zakhe] 'main thing'

„Die Meiſterſinger" [MAIster-zinger], Oper von Richard Wagner:

der Meiſter,– [MAIster] 'master'
ſingen (ſang, geſungen) [ZINGen, ZANG, ge-ZUNGen] 'sing'
der Sänger,– [ZENGer] '(man) singer' (der Singer is not used any more)

die Sängerin,–nen [ZENGerinn] '(woman) singer'
der Opernſänger,– [OHpern-zenger] '(man) opera singer'
die Opernſängerin,–nen [OHpern-zengerinn] '(woman) opera singer'

der Liebling,–e [LIHP-ling] 'favorite'; combining form Lieblings-:

der Lieblingsonkel,– [LIHP-lingss-ongkel] 'favorite uncle'
die Lieblingsoper,–n [LIHP-lingss-ohper] 'favorite opera'

das Lieblingseſſen,– [LIHP-lingss-essen] 'favorite meal'
die Lieblingsfilmſchauſpielerin,–nen [LIHP-lingss-FILM-shau-shpihlerinn] 'favorite movie actress'

das Theater,– [tehAHter] 'theater' + das Stück,–e [SHTÜCK] 'piece' = das Theaterſtück,–e [tehAHter-shtück] 'play (at the theater)'

2. Covering English and German of Word Study

Give the English equivalents of all German expressions in the *Word Study* and the German for all the English. This is individual study.

3. Review of Basic Sentences

Further oral practice with the first part of the *Basic Sentences*.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Further oral practice with the second part of the *Basic Sentences*.

2. Covering the English of Basic Sentences

Check your knowledge of the meaning of all words and phrases in the *Basic Sentences*. This is individual study.

3. What Would You Say?

The verbs in the following sentences are in the perfect phrase. Change them to the pluperfect phrase, adding the words ſchon vorher 'already beforehand'. Sample question: Wir haben ein paar Cocktails getrunken. Sample answer: Wir hatten ſchon vorher ein paar Cocktails getrunken.

1. Ich habe zu Abend gegeſſen.
2. Sie iſt in eine andere Penſion umgezogen.
3. Wir ſind im Muſeum geweſen.
4. Ich habe mir die Haare ſchneiden laſſen.
5. Es iſt etwas kälter geworden.
6. Er hat die Karten gekauft.

Now do the same thing with the following sentences, which have the verb in the past tense. Sample question: Wir tranken ein paar Cocktails. Sample answer: Wir hatten ſchon vorher ein paar Cocktails getrunken.

7. Er holte die Uniform ab.
8. Wir gingen ins Kino.
9. Ich lieh mir Hans Müllers Schreibmaſchine.
10. Er bat mich um etwas Briefpapier.
11. Sie ſchrieb an ihren Bruder.
12. Er fuhr in die Stadt.

Combine each of the following sentences with the first time expression and put the verb into the perfect phrase; then combine it with the second time expression and put it into the future phrase. Sample question: Ich gehe dreimal aus. (letzte Woche; nächſte Woche). Sample answer: (a) Letzte Woche bin ich dreimal ausgegangen. (b) Nächſte Woche werde ich dreimal ausgehen.

13. Ich fahre nach Süddeutſchland zum Schilaufen. (letzten Winter; nächſten Januar)
14. Er holt ſeine Uniform vom Schneider ab. (vorgeſtern; übermorgen)
15. Ich habe einen ſchrecklichen Kater. (geſtern morgen; morgen früh)
16. Wir hören uns eine Oper an. (letzten Montag; dieſe Woche)
17. Sie bleibt bis drei Uhr morgens aus. (letzten Dienstag; nächſten Freitag)
18. Ich ſehe einen ſehr intereſſanten Film. (vorgeſtern abend; morgen nachmittag)

SECTION D—LISTENING IN

1. What Did You Say?

With the other members of the group give orally your responses to the previous exercise as the Leader calls for them.

2. Word Study Check-up

Give the German for all English equivalents in the *Word Study* as the Leader calls for it.

3. Listening In

1. Schneider (S.) meets Meyer (M.) on the street. Meyer is considerably the worse for wear.

S: Tag, Herr Meyer. Wie geht's?
M: Es geht mir furchtbar, danke. Und Ihnen?
S: Ach, mir geht's wunderbar.
Es iſt doch herrliches Wetter heute, finden Sie nicht auch?
M: Nein, ich finde es ſchrecklich.
S: Wieſo denn?
Was iſt mit Ihnen los?
M: Ich habe einen furchtbaren Kater.
S: Einen Kater haben Sie?
Ja, Sie ſehen allerdings etwas müde aus.
Sind Sie geſtern abend ausgegangen?
M: Ja, leider.
S: Sind Sie ſpät ausgeblieben?
M: Ja, ich bin erſt um drei Uhr nach Hauſe gekommen.

S: Was haben Sie denn gemacht?
Waren Sie in einem Nachtlokal?

M: Nein, nur in einer kleinen Bar in der Königſtraße.

S: Und was haben Sie getrunken?
Weißwein? Rotwein? Sekt?

M: Bitte, Herr Schneider, wir wollen gar nicht davon reden.

S: Ach, Verzeihung, natürlich nicht.
Na, morgen iſt ja Sonntag,
und Sie werden lange ſchlafen können.

M: Gott ſei Dank!

S: Alſo, auf Wiederſehen!
Hoffentlich geht es Ihnen morgen beſſer.

M: Danke, Herr Schneider. Auf Wiederſehen!

2. Keller (K.) and Fischer (F.) have seen each other in a night club. The following day they meet on the street.

K: Ach, Herr Fiſcher! Guten Tag! Wie geht es Ihnen?
Es war ja ſehr nett, Sie geſtern abend zu ſehen.
Haben Sie ſich gut amüſiert?

F: Ja, ſehr gut, danke.
Sie auch?

K: Ja. Wir haben ſehr viel Spaß gehabt.
Wir waren vorher im Konzert
und haben uns Beethovens neunte Symphonie angehört.

F: Ach wie ſchön!
Die neunte iſt ja meine Lieblingsſymphonie.
Hat das Orcheſter gut geſpielt?

K: Ja, ſehr gut, wie immer.
Was haben Sie vorher gemacht?

F: Wir waren in der Oper.
Geſtern war der Geburtstag meiner Frau,
und ſie wollte ſich „Die Meiſterſinger" anhören.
Das iſt ihre Lieblingsoper.

K: Hoffentlich haben Sie den Geburtstag gut gefeiert.
Als wir nach Hauſe gingen,
ſaßen Sie noch im Nachtlokal und tranken Rotwein.
Sind Sie noch lange dort geblieben?

F: Ja. Kurz vor Mitternacht kamen Müllers herein.
Sie ſetzten ſich zu uns
und beſtellten etwas Sekt für meine Frau.
Wir ſind erſt um eins nach Hauſe gegangen.

3. Meyer (M.) is going out with Miss Lehmann, and he asks Schneider (S.) where to take her.

M: Ich gehe heute abend mit Fräulein Lehmann aus.
Wiſſen Sie, was es in der Stadt zu ſehen gibt?

S: Warum gehen Sie nicht ins Theater?
Vielleicht können Sie dafür noch Karten bekommen.

M: Nein, als wir das letztemal zuſammen ausgingen,
ſind wir ins Theater gegangen.
Da möchte ich diesmal lieber irgendwo anders hingehen.

S: Wenn Sie ins Konzert gehen wollen,
können Sie Beethovens fünfte Symphonie hören.

M: Nein, ich glaube, Fräulein Lehmann mag Muſik nicht ſehr gern.

S: Dann gehen Sie doch zuſammen ins Kino!
Im Palaſt Kino gibt es dieſe Woche ein ſehr gutes Luſtſpiel.

M: Gut, aber was ſollen wir nachher machen?

S: Wenn Fräulein Lehmann gut tanzt,
können Sie in irgendein Nachtlokal gehen.
Aber vergeſſen Sie nicht, Sekt zu beſtellen,
wenn Sie wirklich einen guten Eindruck machen wollen!

M: Ausgezeichnet!
Aber dann müſſen Sie mir bitte zwanzig Mark leihen.

S: Na ſchön.
Aber bis Freitag muß ich das Geld wieder haben.
An dem Abend gehe ich nämlich mit Fräulein Lehmann aus!

SECTION E—CONVERSATION

1. Covering the German of Basic Sentences

With the German covered, practice until you can speak the German for each English sentence without hesitation. This is individual study.

2. Vocabulary Check-up

Give the German for all English sentences in the *Basic Sentences* as the Leader calls for it.

3. Conversation

Suggested Topics:

1. You tell a friend about an evening you spent at a nightclub.
2. You tell a friend how you took Miss Mueller out last night and really did the town with her.
3. Yesterday was your birthday, and a friend asks you how you celebrated it. You tell him your family was away on a trip, and your aunt had invited you to a concert. Your friend asks you about the concert—what the orchestra played, etc. You say all the bad things you can about it—seats awful, couldn't hear, music awful, orchestra played terribly, etc. Afterwards you took your aunt home and then went out and drank a few beers with the boys.
4. Tell somebody about a movie you saw last night—main feature, comedy, newsreel, who played main rôles, etc.
5. Two of you argue about the relative merits of your favorite movie actresses, telling about the pictures they have played in, etc.

SECTION F—CONVERSATION (*Cont.*)

Continue conversation. Additional check-up on the material of the *Basic Sentences* by the Leader if it seems necessary.

Review: Complete check-up on the material of the *Word Study* and *Basic Sentences.*

FINDER LIST

amüſieren [amühZIHren] 'amuse'; ich amüſiere mich 'I have a good time'

die Bar,-s [BAHR] 'bar'

Beethoven: Ludwig van Beethoven [LUHT-vich vann BEHT-hohven]: famous German composer, 1770–1827

bis [BISS] 'until'; bis Freitag 'by Friday'

bleiben: ich bleibe . . . aus (bin ausgeblieben) 'I stay out'

der Cocktail,-s [KOCK-tehl] 'cocktail'

der Dienstag,-e [DIHNSS-tahk] 'Tuesday'

der Donnerstag,-e [DONNerss-tahk] 'Thursday'

dumm (¨) [DUMM, DÜMMer, DÜMMST-] 'dumb, stupid'

erzählen [er-TSEHlen] 'tell (a story), relate'

der Film,-e [FILM] 'film, moving picture'

der Freitag,-e [FRAI-tahk] 'Friday'

früh [FRÜH] 'early'; morgen früh 'tomorrow morning'

das Haupt,¨er [HAUPT, HOIPter] 'head'; Haupt⸗ (in compounds) 'main, head'

hören [HÖHren] 'hear'; ich höre mir . . . an 'I listen to'

die Kapelle,-n [kaPELLe] 'band, small orchestra' (contrast das Orcheſter)

die Karte,-n [KARte] 'card, ticket'

der Kater,- [KAHter] 'tom-cat; hangover'

das Konzert,-e [konTSERT] 'concert'

der Liebling,-e [LIHP-ling] 'favorite'; combining form Lieblings⸗

das Lokal,-e [lohKAHL] 'place (for eating and/or drinking)'

das Luſtſpiel,-e [LUST-shpihl] 'comedy'

das Mal,-(e) [MAHL] 'time'; einmal 'once', etc.

der Meiſterſinger,- [MAIster-zinger] 'master singer'; „Die Meiſterſinger", opera by Richard Wagner

der Mittwoch,-e [MITT-vokh] 'Wednesday'

der Montag,–e [MOHN-tahk] 'Monday'
müde [MÜHde] 'tired'
die Muſik [muhZIHK] 'music'
nachher [NAHKH-hehr *or* nahkh-HEHR] 'afterwards'
das Nachtlokal,–̈e [NAKHT-lohkahl] 'nightclub'
nett [NETT] 'nice'
die Oper,–n [OHper] 'opera'
das Orcheſter,– [orKESter] '(large) orchestra' (contrast die Kapelle)
die Rolle,–n [ROLLe] 'rôle; part'
rot [ROHT] 'red'
der Samstag,–e [ZAMSS-tahk] 'Saturday' (south Germany and Rhineland); see also der Sonnabend
der Schauſpieler,– [SHAU-shpihler] 'actor'; die Schauſpielerin,–nen 'actress'
ſchlafen (er ſchläft, ſchlief, geſchlafen) [SHLAHfen, SHLEHFT, SHLIHF, ge-SHLAHfen] 'sleep'
ſei [ZAI]: Gott ſei Dank 'thank God'
der Sekt,–e [ZEKT] 'champagne'; roter Sekt 'sparkling burgundy'
der Sonnabend,–e [ZONN-ahbent] 'Saturday' (north Germany); see also der Samstag
der Sonntag,–e [ZONN-tahk] 'Sunday'
der Spaß,–̈e [SHPASS, SHPEHsse] 'fun'
ſpät [SHPEHT] 'late'
ſpielen [SHPIHlen] 'play'
die Symphonie,–n [zümfohNIH, *pl.* zümfohNIHen] 'symphony'
tanzen [TANtsen] 'dance'
überhaupt [ühber-HAUPT] 'anyhow'
übermorgen [ÜHber-morgen] 'the day after tomorrow'
vorgeſtern [FOHR-gestern] 'the day before yesterday'
vorher [FOHR-hehr *or* fohr-HEHR] 'beforehand'
Wagner: Richard Wagner [RICHart VAHgner]: famous German opera composer, 1813–1883
Weſſely: Paula Weſſely [PAUlah VESSelih]: German movie actress
wetten [VETTen] 'bet'
die Woche,–n [VOKHe] 'week'
die Wochenſchau,–en [VOKHen-shau] 'newsreel'
der Wochentag,–e [VOKHen-tahk] 'weekday, day of the week'
ziemlich [TSIHM-lich] 'rather, pretty'

UNIT 16

ALL IN A DAY

SECTION A—BASIC SENTENCES

the telephone	das Telephon	[tehleFOHN]
ring	klingeln	[KLINGeln]
the apartment	die Wohnung	[VOHnung]
The telephone rings in [the] Lehmanns' apartment.	Das Telephon klingelt in Lehmanns Wohnung.	
I take off	ich nehme . . . ab	
the receiver ('hearer')	der Hörer	[HÖHrer]
Hans Lehmann takes the receiver off, and says:	Hans Lehmann nimmt den Hörer ab und ſagt:	
	Hans	
Hello ('here Lehmann')!	Hier Lehmann!	
	Fritz	
This is ('here') Fritz Meyer.	Hier Fritz Meyer.	
May I please speak [to] Mr. Hans Lehmann?	Darf ich bitte Herrn Hans Lehmann ſprechen?	
	Hans	
the apparatus	der Apparat	[appahRAHT]
Speaking ('at the apparatus').	Am Apparat.	

	Fritz	
Oh, hullo Hans.	Ach, Tag Hans.	
Say ('say you once'), where were yesterday, anyhow?	Sagen Sie mal, wo waren Sie denn geſtern?	
the outing	der Ausflug	[AUS-fluhk]
miss	vermiſſen	[fer-MISSen]
We missed you a lot ('very') at ('by') the outing.	Wir haben Sie beim Ausflug ſehr vermißt.	
Did you have to work?	Haben Sie arbeiten müſſen?	
	Hans	
simple	einfach	[AIN-fakh]
No, I simply missed the train.	Nein, ich habe einfach den Zug verpaßt.	
	Fritz	
shame, too bad	ſchade	[SHAHde]
Oh, what a shame!	Ach, wie ſchade!	
	Hans	
the fault, guilt	die Schuld	[SHULT]
It really wasn't my fault.	Es war eigentlich nicht meine Schuld.	
before	ehe	[EHe]
The night before last, before I went (in)to (the) bed,	Vorgeſtern abend, ehe ich ins Bett ging,	
the alarm-clock ('waker')	der Wecker	[VECKer]
I wind up	ich ziehe . . . auf	
quarter after	Viertel nach	[FIRRtel]
I wound up my alarm clock and set [it] for quarter past six.	hab' ich meinen Wecker aufgezogen und auf Viertel nach ſechs geſtellt.	

I go-to-sleep	ich ſchlafe . . . ein	
immediately	gleich	[GLAICH]
Then I went right to sleep,	Ich bin dann gleich eingeſchlafen,	
I wake up	ich wache . . . auf	[VAKHe]
five before half eight	fünf vor halb acht	
but (I) didn't wake up again until twenty-five minutes past seven.	aber (ich bin) erſt um fünf vor halb acht wieder aufgewacht.	
it stops ('remains standing')	er bleibt . . . ſtehen	
The alarm clock had stopped, you see.	Der Wecker war nämlich ſtehengeblieben.	
	Fritz	
it does me sorrow	es tut mir leid	[TUHT, LAIT]
Gee, that's too bad.	Das tut mir aber leid.	
on-time ('right-timely')	rechtzeitig	[RECHT-tsaitich]
Then of course you couldn't get ('come') to the railroad station on time any more.	Da haben Sie natürlich nicht mehr rechtzeitig zum Bahnhof kommen können.	
	Hans	
try	verſuchen	[fer-ZUHkhen]
I tried (it), all right,	Ich habe es ſchon verſucht,	
crooked	ſchief	[SHIHF]
but everything went wrong.	aber alles ging ſchief.	
the tooth	der Zahn	[TSAHN, *pl.* TSEHne]
When I tried ('wanted') to brush ('polish') my teeth,	Als ich mir die Zähne putzen wollte,	

neither . . . nor	weder . . . noch	[VEHder . . . NOKH]
the paste	die Paſte	[PASte]
the brush	die Bürſte	[BÜRste]
I couldn't find either [my] toothpaste or [my] toothbrush.	hab' ich weder Zahnpaſte noch Zahnbürſte finden können.	
after	nachdem	[nahkh-DEHM]
I give up	ich gebe . . . auf	
After I'd given that up,	Nachdem ich das aufgegeben hatte,	
I tried to shave (myself),	verſuchte ich, mich zu raſieren,	
the cream	die Krem	[KREHM]
but the shaving cream was all [gone],	aber die Raſierkrem war alle,	
the blade	die Klinge	[KLINGe]
dull	ſtumpf	[SHTUMPF]
and the blade was dull.	und die Klinge war ſtumpf.	
	Fritz	
Oh good Lord ('thou dear God')!	Ach Du lieber Gott!	
incidentally	übrigens	[ÜHbrigenss]
Incidentally, I was just going to say ('what I wanted to say')—	Übrigens, was ich ſagen wollte—	
would you like to go to the movies this evening?	möchten Sie gern heute abend ins Kino gehen?	
	Hans	
Yes, sure. When and where shall we meet (ourselves)?	Ja, gerne. Wann und wo ſollen wir uns treffen?	

	Fritz	
the point	der Punkt	[PUNGKT]
At eight o'clock sharp ('point eight o'clock') in front of the movies.	Um Punkt acht Uhr vorm Kino.	
it is in-regard-to-me right	es iſt mir recht	[RECHT]
OK?	Iſt Ihnen das recht?	
	Hans	
after your watch	nach Ihrer Uhr	[UHR]
What time does your watch say ('how late is it now according to your watch')?	Wie ſpät iſt es jetzt nach Ihrer Uhr?	
	Fritz	
Exactly half past six.	Genau halb ſieben.	
	Hans	
one-and-a-half	anderthalb	[ANdert-halp]
the hour	die Stunde	[SHTUNde]
OK ('good'), we'll meet in an hour and a half, then.	Gut, wir treffen uns alſo in anderthalb Stunden.	
'Bye.	Wiederſehen.	

* * *

the soap	die Seife,-n	[ZAIfe]
the comb	der Kamm,¨e	[KAMM, KEMMe]
the time	die Zeit,-en	[TSAIT]
the second	die Sekunde,-n	[zehKUNde]
the minute	die Minute,-n	[mihNUHte]

correct	richtig	[RICHtich]
Is ('goes') your watch right?	Geht Ihre Uhr richtig?	
My watch is five minutes fast.	Meine Uhr geht fünf Minuten vor.	
My watch is half an hour slow.	Meine Uhr geht eine halbe Stunde nach.	

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study

A. VERBS WITH ABNORMAL PARTICIPLES

Used alone

Wir **haben** es nicht **gedurft.**	We haven't been allowed to.
Ich **habe** es nie **gekonnt.**	I've never been able to.
Er **hat** es nie gern **gemocht.**	He never liked to.
Haben Sie es wirklich **gemußt?**	Did you really have to?
Wer **hat** es **geſollt?**	Who was supposed to?
Er **hatte** es immer **gewollt.**	He had always wanted to.
Ich **hatte** den Anzug zu Hauſe **gelaſſen.**	I had left the suit at home.

Used with another verb

Wir **haben** nicht **ausgehen dürfen.**	We haven't been allowed to go out.
Ich **habe** es nie **tun können.**	I've never been able to do it.
Er **hat** nie gern **rauchen mögen.**	He's never liked to smoke.
Haben Sie wirklich **arbeiten müſſen?**	Did you really have to work?
Wer **hat** es **tun ſollen?**	Who was supposed to do it?
Er **hatte** immer **ſchreiben wollen.**	He had always wanted to write.
Ich **hatte** den Anzug ſchon **bügeln laſſen.**	I had already had the suit pressed.

When the verbs dürfen, können, mögen, müſſen, ſollen, wollen, and laſſen are used alone in the perfect and pluperfect phrases, they have the normal kinds of participles. When they are used with another verb, however, they have abnormal participles that sound just like the general form of the present.

B. 'GO TO SLEEP', 'WAKE UP', 'GET UP'

Ich **habe** gut **geſchlafen.**	I slept well.
Ich **habe** die ganze Nacht **gewacht.**	I stayed awake all night.
Ich **habe** an der Ecke **geſtanden.**	I stood at the corner.
Ich **bin** gleich **eingeſchlafen.**	I went right to sleep.
Ich **bin** um acht **aufgewacht.**	I woke up at eight.
Ich **bin** zu ſpät **aufgeſtanden.**	I got up too late.

The simple verbs ſchlafen 'sleep', wachen 'stay awake', and ſtehen 'stand' make their perfect and pluperfect phrases with haben. But in the phrases ich ſchlafe . . . ein 'I go to sleep', ich wache . . . auf 'I wake up', and ich ſtehe . . . auf 'I get up', they make their perfect and pluperfect phrases with ſein, because here they denote either inner change ('go to sleep', 'wake up') or motion ('get up').

C. 'BEFORE' AND 'AFTER'

Prepositions (phrase-introducers)

Vor der Oper gingen wir in ein Reſtaurant.	Before the opera we went (in)to a restaurant.
Nach der Oper gingen wir in ein Nachtlokal.	After the opera we went (in)to a nightclub.

Adverbs

Vorher gingen wir in ein Reſtaurant.	Beforehand we went (in)to a restaurant.
Nachher gingen wir in ein Nachtlokal.	Afterwards we went (in)to a nightclub.

Conjunctions (clause-introducers)

Ehe wir in die Oper gingen, aſſen wir in einem Reſtaurant zu Abend.	Before we went (in)to the opera, we had dinner in a restaurant.
Nachdem wir die Oper geſehen hatten, gingen wir in ein Nachtlokal.	After we had seen the opera, we went (in)to a nightclub.

D. 'EARLY' AND 'LATE'

Ich bin ſehr **früh** aufgewacht.	I woke up very early.
Ich bin erſt **ſpät** aufgewacht.	I didn't wake up until late.

Sie kommen heute zehn Minuten **zu früh**.	You're ten minutes early today.
Er kommt immer eine halbe Stunde **zu ſpät**.	He's always half an hour late.

Early and *late*, as contrasted with each other, are früh and ſpät; but as contrasted with rechtzeitig 'on time', they are zu früh and zu ſpät. Notice that to 'be early', 'be late' is literally to 'come too early', 'come too late'.

E. TELLING TIME

Wieviel Uhr iſt es?	What time ('how-much o'clock') is it?
Wie ſpät iſt es?	What time ('how late') is it?
Es iſt ein Uhr.	It's one o'clock.
„ „ 5 Minuten nach eins.	" 5 minutes past one.
„ „ 10 Minuten nach eins.	" 10 minutes past one.
„ „ Viertel nach eins. Viertel zwei.	" quarter past one.
„ „ 20 Minuten nach eins. 10 Minuten vor halb zwei.	" 20 minutes past one.
„ „ 5 Minuten vor halb zwei.	" 25 minutes past one.
„ „ halb zwei.	" half past one.
„ „ 5 Minuten nach halb zwei.	" 25 minutes of two.
„ „ 20 Minuten vor zwei. 10 Minuten nach halb zwei.	" 20 minutes of two.
„ „ Viertel vor zwei. dreiviertel zwei.	" quarter of two.
„ „ 10 Minuten vor zwei.	" 10 minutes of two.
„ „ 5 Minuten vor zwei.	" 5 minutes of two.

This is the way the Germans ordinarily tell time. The 24-hour system is used only for trains, on public notices, etc.

F. MAKING NEW WORDS

raſieren [raZIHren] 'shave':

der Raſierapparat,-e	[raZIHR-appahraht]	'safety razor'	(der Apparat,-e 'apparatus')
das Raſiermeſſer,-	[raZIHR-messer]	'straight razor'	(das Meſſer,- 'knife')
die Raſierklinge,-n	[raZIHR-klinge]	'razor blade'	(die Klinge,-n 'blade')
die Raſierkrem,-s	[raZIHR-krehm]	'shaving cream'	(die Krem,-s 'cream')
die Raſierſeife,-n	[raZIHR-zaife]	'shaving soap'	(die Seife,-n 'soap')

die Bürſte,-n [BÜRste] 'brush'; bürſten [BÜRsten] 'brush':

ich bürſte mir die Haare 'I brush my hair(s)' (BUT: ich putze mir die Zähne 'I brush ('polish') my teeth')

die Haarbürſte,-n	[HAHR-bürste]	'hairbrush'	(das Haar,-e 'hair')
die Zahnbürſte,-n	[TSAHN-bürste]	'toothbrush'	(der Zahn,⸚e 'tooth')

der Kamm,-e [KAMM, KEMMe] 'comb'; kämmen [KEMMen] 'comb':

ich kämme mir die Haare 'I comb my hair(s)'

die Seife,-n [ZAIfe] 'soap'; ich ſeife mich . . . ein 'I work up a lather (before shaving)'

der Schuh,-e [SHUH] 'shoe':

der Schuhputzer,-	[SHUH-putser]	'shoe shiner'	(putzen 'shine')
der Schuhputzjunge,-n	[SHUH-puts-yunge]	'shoeshine boy'	(der Junge,-n 'boy')
die Schuhbürſte,-n	[SHUH-bürste]	'shoe brush'	(die Bürſte,-n 'brush')
die Schuhkrem,-s	[SHUH-krehm]	'shoe polish'	(die Krem,-s 'cream')
der Schuhanzieher,-	[SHUH-ann-tsiher]	'shoehorn'	(ich ziehe . . . an 'I put on')
der Schuhlöffel,-	[SHUH-löffel]	' " " '	(der Löffel,- 'spoon')

wachen [VAKHen] 'stay awake'; ich wache . . . auf (bin aufgewacht) 'wake up':

Sind Sie noch wach? 'Are you still awake?'

wecken [VECKen] 'awaken (somebody)': der Wecker,- [VECKer] 'alarm clock'

2. Covering English and German of Word Study

Give the English equivalents of all German expressions in the *Word Study* and the German for all the English. his is individual study.

3. Review of Basic Sentences

Further oral practice with the first part of the *Basic Sentences.*

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Further oral practice with the second part of the *Basic Sentences.*

2. Covering the English of Basic Sentences

Check your knowledge of the meaning of all words and phrases in the *Basic Sentences*. This is individual study.

3. What Would You Say?

Read the following sentences aloud, connecting them by means of the conjunctions given, and changing the rbs to the past. Sample question: Nachdem; ich habe den Wecker gekauft; ich bringe ihn nach Hauſe. Sample answer: chdem ich den Wecker gekauft hatte, brachte ich ihn nach Hauſe.

. Ehe; ich gehe ins Bett; ich ziehe meinen Wecker auf.
. Nachdem; ich habe ihn aufgezogen; ich ſtelle ihn auf halb ſieben.
. Als; ich habe ihn aufgezogen und geſtellt; ich gehe ins Bett und ſchlafe ein.
4. Während; ich ſchlafe; der Wecker bleibt ſtehen.
5. Weil; er weckt mich nicht um ſieben Uhr; ich ſchlafe bis acht.
6. Da; ich wache erſt ſo ſpät auf; ich verpaße meinen Zug.

Change all the verbs in the following conversation into perfect phrases. Watch out for abnormal participles!

„Gehen Sie mit Fräulein Lehmann ins Kino?"
„Nein, ich muß zu Hauſe bleiben."
9. „Dürfen Sie nicht ausgehen?
10. Laſſen Ihre Eltern Sie nicht ausgehen?"

11. „Doch, aber ich kann es nicht."
12. „Können Sie es nicht, oder wollen Sie es nicht?"
13. „Ich will es ſchon,
14. aber ich laſſe meine Hoſe beim Schneider bügeln,
15. und er bringt ſie nicht rechtzeitig zurück!"

Translate the following sentences into German.

16. Before I met (myself with) Miss Lehmann, I bought her some flowers.
17. Before the meal I ordered cocktails, since I wanted to make a good impression on her.
18. I wanted to go (in)to the Palace Movie Theater, but she had already seen the movie ('film') there beforehand.
19. After we had eaten, we went (in)to a concert an heard Beethoven's fifth symphony.
20. After the concert we went (in)to a little bar c Kaiser St.
21. Afterwards I took ('brought') her home.

SECTION D—LISTENING IN

1. What Did You Say?

With other members of the group give orally your responses to the previous exercise as the Leader calls for ther

2. Word Study Check-up

Give the German for all English equivalents in the *Word Study* as the Leader calls for it.

3. Listening In

1. Müller (M.), the manager of a store, is bawling out a clerk, Schulze (S.), for coming to work so late.

M: Guten Morgen, Herr Schulze.
Es iſt ja ſehr nett von Ihnen, daß Sie heute kommen.
Wiſſen Sie vielleicht, wie ſpät es jetzt iſt?

S: Ja, ich weiß es ſchon, Herr Müller.
Es iſt Viertel vor zehn.

M: Haben Sie vielleicht vergeſſen,
daß wir unſer Geſchäft um acht Uhr aufmachen?
Oder mögen Sie vielleicht nicht gern ſo früh kommen?

S: Herr Müller, es tut mir wirklich leid, daß ich ſo ſp
komme,
aber es iſt eigentlich nicht meine Schuld.

M: So, das iſt ja ſehr intereſſant.
Darf ich vielleicht fragen, ob es meine Schuld iſt,
wenn Sie abends mit einem Mädchen ausgehen
und erſt um drei oder vier Uhr morgens nach Ha
kommen?

S: **Aber Herr Müller, das habe ich ja gar nicht getan!**
Ich bin geſtern abend ſchon um zehn ins Bett gegangen.

M: So. Vielleicht ſagen Sie mir dann,
warum Sie heute erſt ſo ſpät aufgeſtanden ſind?

S: Ich ſage Ihnen ja, daß es nicht meine Schuld war.
Erſtens iſt mein Wecker ſtehengeblieben,
und ich bin nicht rechtzeitig aufgewacht.
Als ich mich dann raſieren wollte,
habe ich keine Raſierkrem finden können.
Ich mußte mich ohne Krem raſieren,
und ich habe mich ganz ſchrecklich geſchnitten.

M: Mein lieber Herr Schulze,
kaufen Sie ſich ſofort einen neuen Wecker und etwas Raſierkrem!
Wecker finden Sie im dritten Stock,
Raſierkrem hier unten im Parterre.
Und morgen kommen Sie um Punkt acht Uhr.
Verſtanden?

S: Ja, Herr Müller.

2. On Sunday the Schneiders invited the Kellers to a picnic, but the Kellers couldn't come. The next day Mr. Keller (K.) meets Mr. Schneider (S.) on the street.

K: Ach, Herr Schneider! Guten Tag!
Wie war denn der Ausflug geſtern?

S: Sehr ſchön, danke.
Es war ſchade, daß Sie und Ihre Frau nicht dabei ſein konnten.
Wir haben Sie ſehr vermißt.

K: Ja, es hat uns auch ſehr leid getan,
aber meine Frau hat zu ihren Eltern fahren müſſen.
Ein Onkel von ihr war aus Amerika gekommen,
und ſie hat ihn natürlich ſehen wollen.

S: Da haben Sie wahrſcheinlich ſehr viel zu tun gehabt.

K. Allerdings!
Nachdem ich meine Frau zum Bahnhof gefahren hatte,
habe ich gleich wieder nach Hauſe kommen müſſen,
um für die Kinder Abendbrot zu machen.
Geſtern war ja Sonntag,
und das Dienſtmädchen war aus.
Aber erzählen Sie mir doch von dem Ausflug!
Haben Sie ſich gut amüſiert?

S: Ja, wir haben ſehr viel Spaß gehabt.

K: Wie war das Wetter?
Hier in der Stadt hat es am Nachmittag geregnet.

S: Wir haben auch etwas Regen gehabt,
aber nicht ſehr viel.
Es fing an zu regnen,
während wir zu Mittag aßen,
aber nach anderthalb Stunden wurde es wieder ſchön,
und die Kinder haben den ganzen Nachmittag draußen ſpielen können.
Wir ſind erſt um halb neun wieder nach Hauſe gekommen.

K: Es tut mir furchtbar leid,
daß wir nicht mit Ihnen kommen konnten.

S: Na, wir werden es ein anderes Mal verſuchen.
Vielleicht können Sie das nächſte Mal mit uns kommen

SECTION E—CONVERSATION

1. Covering the German of Basic Sentences

With the German covered, practice until you can speak the German for each English sentence without hesitation This is individual study.

2. Vocabulary Check-up

Give the German for all the English sentences in the *Basic Sentences* as the Leader calls for it.

3. Conversation

Suggested Topics:

1. You call up Miss Lehmann and ask her to go out with you. Discuss when and where you will meet, what you will do and see.
2. You are helping a friend pack his bag for a trip. You ask him where he's going, when his train leaves here and arrives there, and whether he has everything he needs in his bag: shirts, socks, toothpaste, brush and comb, razor, etc.
3. A friend is going down town, and you ask him to buy some toilet articles for you.
4. You call up a friend and ask him to go on a outing with you. He asks where you're goin when he should meet you at the station, how muc the ticket costs, and when you're planning t come back.
5. A friend asks you why you're late one mornin Give him a hard luck story about the alarm cloc stopping, razor blade dull, etc.

SECTION F—CONVERSATION (*Cont.*)

Continue conversation. Additional check-up on the material of the *Basic Sentences* by the Leader if it see necessary.

Review: Complete check-up on the material of the *Word Study* and *Basic Sentences*.

FINDER LIST

anderthalb [ANdert-halp] 'one and a half'

er Apparat,–e [appahRAHT] 'apparatus'

er Ausflug,–e [AUS-fluhk, -flühge] 'outing, picnic'

bleiben: ich bleibe . . . ſtehen (bin ſtehengeblieben) 'I stop'

ie Bürſte,–n [BÜRste] 'brush'; bürſten [BÜRsten] 'brush'

ehe [EHe] (conjunction) 'before'

einfach [AIN-fakh] 'simple'

geben: ich gebe . . . auf 'I give up'

gehen: die Uhr geht . . . vor 'the clock is fast'; die Uhr geht . . . nach 'the clock is slow'

gleich [GLAICH] 'immediately, right away'

er Hörer, [HÖHrer] 'hearer, telephone receiver'

er Kamm,–e [KAMM, KEMMe] 'comb'; kämmen [KEMMen] 'comb'

ie Klinge,–n [KLINGe] 'blade'

klingeln [KLINGeln] 'ring'

ie Krem (*or* Crème),-s [KREHM] 'cream' (but for cream on milk, see die Sahne)

das Leid,–e [LAIT] 'sorrow'; er tut mir leid 'I'm sorry for him'; das tut mir leid 'I'm sorry about that'; es tut mir leid, daß . . . 'I'm sorry that . . .'

die Minute,–n [mihNUHte] 'minute'

nach [NAHKH] (plus form 3) 'after, according to'

nachdem [nahkh-DEHM] (conjunction) 'after'

nehmen: ich nehme . . . ab 'I take off'

die Paſte,–n [PASte] (*sg. also* Paſta [PAStah]) 'paste'

der Punkt,–e [PUNGKT] 'point, dot, period'; um Punkt acht Uhr 'at eight o'clock sharp'

der Raſierapparat,–e [raZIHR-appahraht] 'safety razor'

die Raſierkrem,–s [raZIHR-krehm] 'shaving cream'

das Raſiermeſſer,– [raZIHR-messer] 'straight razor'

recht: es iſt mir recht 'it's OK with me'

rechtzeitig [RECHT-tsaitich] 'on time'

richtig [RICHtich] 'right, correct'

ſchade [SHAHde]: ſchade! 'too bad!'; wie ſchade! 'what a shame!'; es iſt ſchade, daß . . . 'it's too bad that . . .'

ſchief [SHIHF] 'crooked'; es geht ſchief 'it goes wrong'

ſchlafen: ich ſchlafe . . . ein (bin eingeſchlafen) 'I go to sleep'

die Schuld,–en [SHULT] 'blame, fault, guilt, debt'

die Seife,–n [ZAIfe] 'soap'

die Sekunde,–n [zehKUNde] 'second'

ſtumpf [SHTUMPF] 'dull'

die Stunde,–n [SHTUNde] 'hour'

das Telephon (*or* Telefon),–e [tehleFOHN] 'telephone'

tun (tat, getan) [TUHN, TAHT, ge-TAHN] 'do, put'

übrigens [ÜHbrigenss] 'incidentally'

vermiſſen [fer-MISSen] 'miss, regret the absence of' (contrast verpaſſen 'miss by not arriving on time')

verſuchen [fer-ZUHkhen] 'try'

das Viertel,– [FIRRtel] 'quarter'

wachen [VAKHen] 'stay awake'; ich wache . . . au (bin aufgewacht) 'I wake up'

wecken [VECKen] 'wake, awaken (someone)'; der Wecker,– [VECKer] 'alarm clock'

weder . . . noch [VEHder . . . NOKH] 'neither . . nor'

die Wohnung,–en [VOHnung] 'apartment'

der Zahn,⸚e [TSAHN, TSEHne] 'tooth'

die Zahnbürſte,–n [TSAHN-bürste] 'toothbrush'

die Zahnpaſte,–n [TSAHN-paste] (*sg. also* Zahnpaſt [TSAHN-pastah]) 'toothpaste'

die Zeit,–en [TSAIT] 'time'

ziehen: ich ziehe . . . auf 'I wind up'

UNIT 17

ABOUT TOWN

SECTION A—BASIC SENTENCES

I call up	ich rufe . . . an	[RUHfe]
Paul Schmidt	Paul Schmidt	[PAUL SHMITT]
Hans Meyer wants to call up his friend Paul Schmidt.	Hans Meyer will ſeinen Freund Paul Schmidt anrufen.	
I look up	ich ſehe . . . nach	
the number	die Nummer	[NUMMer]
the book	das Buch	[BUHKH]
dial ('choose')	wählen	[VEHlen]
He looks the number up in the telephone book and dials.	Er ſieht die Nummer im Telephonbuch nach und wählt.	
	Voice at the other end of the wire	
The Schmidt's residence ('here by Schmidt').	Hier bei Schmidt.	
	Hans	
May I please speak [to] Mr. Paul Schmidt?	Darf ich bitte Herrn Paul Schmidt ſprechen?	
	Voice	
the moment	der Augenblick	[AUgen-blick]
Just a minute, please.	Einen Augenblick, bitte.	
	Paul	
This is Paul Schmidt.	Hier Paul Schmidt.	

	Hans	
Paul, this is Hans Meyer.	Paul, hier iſt Hans Meyer.	
reach	erreichen	[er-RAIchen]
I've been trying (already) all morning to reach you,	Ich habe ſchon den ganzen Morgen verſucht, Sie zu erreichen,	
the line, wire	die Leitung	[LAItung]
but the line was busy all the time ('continuingly occupied').	aber die Leitung war dauernd beſetzt.	
	Paul	
Oh, I'm sorry.	Ach, das tut mir leid.	
How are you?	Wie geht es Ihnen denn?	
	Hans	
bad	ſchlecht	[SHLECHT]
the cold	die Erkältung	[er-KELtung]
Bad. I'm ('I lie') in (the) bed with a cold.	Schlecht. Ich liege mit einer Erkältung im Bett.	
	Paul	
sick	krank	[KRANGK]
How long have you been ('are you already') sick?	Wie lange ſind Sie denn ſchon krank?	
	Hans	
since	ſeit	[ZAIT]
Only since yesterday.	Erſt ſeit geſtern.	
	Paul	
the physician	der Arzt	[ARTST]
If you're not better tomorrow,	Wenn es Ihnen morgen nicht beſſer geht,	

you must send for the doctor ('have the doctor come').	**müſſen Sie den Arzt kommen laſſen.**	
the drugstore	die Drogerie	[drohgeRIH]
the aspirin	das Aſpirin	[aspihRIHN]
Shall I go to the drugstore and get you some aspirin?	Soll ich zur Drogerie gehen und Ihnen etwas Aſpirin holen?	
	Hans	
almost	faſt	[FAST]
No thanks, I still have almost a whole box.	Nein danke, ich habe faſt noch eine ganze Schachtel.	
the favor	der Gefallen	[ge-FALLen]
But could you please do me another favor?	Aber könnten Sie mir bitte einen anderen Gefallen tun?	
the mail, postal service	die Poſt	[POST]
Could you perhaps go to the post [office] for me?	Könnten Sie vielleicht für mich zur Poſt gehen?	
the slip	der Zettel	[TSETTel]
the (public) office	das Amt	[AMT]
I got a slip from the post office yesterday,	Ich bekam geſtern einen Zettel vom Poſtamt,	
the package	das Paket	[paKEHT]
*[saying] that there's a package there for **me**.*	daß ein Paket für mich da iſt.	
I assume	ich nehme . . . an	
It's probably from my parents in America.	Ich nehme an, es iſt von meinen Eltern in Amerika.	
Could you perhaps go and get it for me?	Könnten Sie das vielleicht für mich abholen?	

	Paul	
Why I'd be glad to.	Aber gerne.	
	Hans	
And could you do me another ('yet one') favor?	Und könnten Sie mir noch einen Gefallen tun?	
I called up (*past of* rufen)	ich rief . . . an	[RIHF]
I called up at my bank this morning,	Ich rief heute morgen bei meiner Bank an,	
the cashier	der Kaſſierer	[kaSIHrer]
and the cashier told me	und der Kaſſierer ſagte mir,	
the account	das Konto	[KONtoh]
that I haven't got another pfennig ('no pfennig more') in ('on') my account.	daß ich keinen Pfennig mehr auf meinem Konto habe.	
therefore	daher	[dah-HEHR]
the telegram	das Telegramm	[tehleGRAMM]
send	ſchicken	[SHICKen]
So could you also send a telegram to my father?	Können Sie daher auch ein Telegramm an meinen Vater ſchicken?	
the address	die Adreſſe	[aDRESSe]
You know the address (already), don't you?	Sie wiſſen die Adreſſe ſchon, nicht wahr?	
	Paul	
Yes. 81 Garden St.	Ja. Gartenſtraße 81.	
the stamp	die Marke	[MARke]
the envelope	der Umſchlag	[UMM-shlahk]
Shall I also buy you [some] (letter) stamps and (letter) envelopes at the post [office]?	Soll ich Ihnen auch Briefmarken und Briefumſchläge auf der Poſt kaufen?	

	Hans	
I still have [some] envelopes,	Briefumſchläge hab' ich noch,	
the dozen	das Dutzend	[DUTsent]
but please buy me a half [a] dozen 12-pfennig stamps.	aber kaufen Sie mir bitte ein halbes Dutzend 12-Pfennig Marken.	
	Paul	
I start out ('go loose')	ich gehe . . . los	
Well, I'll start out now,	Alſo, ich gehe jetzt los	
sure	ſicher	[ZICHer]
and [I]'ll be at your house in a half an hour sure.	und bin ſicher in einer halben Stunde bei Ihnen.	
the betterment	die Beſſerung	[BESSerung]
I hope you get better soon.	Gute Beſſerung!	

* * *

the telephone operator	das Fräulein vom Amt	
connected (part. of verbinden)	verbunden	[fer-BUNden]
Operator, I have the wrong number ('I am wrongly connected')!	Fräulein, ich bin falſch verbunden!	
Could you please mail ('stick in') this letter for me?	Könnten Sie bitte dieſen Brief für mich einſtecken?	
stick	kleben	[KLEHben]
First you'll have to stick a stamp on it	Erſt müſſen Sie eine Marke darauf kleben.	
the mailbox ('letter-box')	der Briefkaſten,⸗	[BRIHF-kasten, -kesten]
the mailman ('letter-carrier')	der Briefträger,–	[BRIHF-trehger]

the mailman ('post-messenger')	der Poſtbote, n, -n	[POST-bohte]
the postage	das Porto	[PORtoh]
by special delivery ('per hurry-messenger')	per Eilboten	[perr AIL-bohten]
by airmail ('per air-post')	per Luftpoſt	[perr LUFT-post]

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

I. Word Study

A. 'ANOTHER'

Another ('a different one') = ein ander-

Könnten Sie mir **einen anderen** Gefallen tun?	Could you do me another ('a different') favor?
Herr Ober, bringen Sie mir **ein anderes** Glas Bier! Dieſes Glas iſt ſchmutzig.	Waiter, bring me another ('a different') glass [of] beer. This glass is dirty.
Ich zeige Ihnen das Bild **ein anderes** Mal.	I'll show you the picture some other time.

Another ('an additional one') = noch ein

Könnten Sie mir **noch einen** Gefallen tun?	Could you do me another ('an additional') favor?
Herr Ober, bringen Sie mir **noch ein** Glas Bier! Ich habe immer noch Durſt.	Waiter, bring me another ('an additional') glass [of] beer. I'm still thirsty.
Zeigen Sie mir das Bild **noch einmal**!	Show me the picture again ('yet once').

B. **Seit** [ZAIT] (PLUS FORM 3) 'SINCE'

Wie lange ſind Sie **ſchon krank**? **Seit wann** ſind Sie denn **krank**?	How long have you been sick? ('How long are you already sick?' *or* 'Since when are you sick?')
Ich bin **ſchon zwei Tage** krank. Ich bin **ſeit zwei Tagen** krank.	I've been sick for two days. ('I am already two days sick' *or* 'I am since two days sick')

Wie lange arbeiten Sie **ſchon** auf der Bank? **Seit wann** arbeiten Sie auf der Bank?	How long have you been working at the bank? ('How long work you already' *or* 'Since when work you')
Ich arbeite **ſchon einen Monat** dort. Ich arbeite **ſeit einem Monat** dort.	I've been working there for a month. ('I work already one month there' *or* 'I work since one month there')

Notice that German uses the present tense in these sentences, whereas we say *have been sick, have been working*, etc. If the perfect phrase were used in German, we would get such things as the following:

Wie lange haben Sie auf der Bank gearbeitet?	How long did you work at the bank?
Ich habe einen Monat dort gearbeitet.	I worked there [for] a month.

C. WORDS FOR 'TO' AND 'AT'

Ich gehe	I'm going	Ich war	I was
zum Bahnhof.	to the station.	auf dem Bahnhof.	at the station.
zur Bank.	to the bank.	auf der Bank.	at the bank.
zur Poſt.	to the post office.	auf der Poſt.	at the post office.
zum Schneider.	to the tailor's.	beim Schneider.	at the tailor's.
zu Müllers.	to the Müllers'.	bei Müllers.	at the Müllers'.
zu Ihnen.	to your house.	bei Ihnen.	at your house.
nach Hauſe.	home.	zu Hauſe.	at home.
nach Berlin.	to Berlin.	(in Berlin.)	(in Berlin.)
nach England.	to England.	(in England.)	(in England.)
ins Kino.	to the movies.	im Kino.	at the movies.
ins Konzert.	to the concert.	im Konzert.	at the concert.
in die Oper.	to the opera.	in der Oper.	at the opera.
in ein Reſtaurant.	to a restaurant.	in einem Reſtaurant.	at a restaurant.
in die Stadt.	down town.	in der Stadt.	down town.
ins Theater.	to the theater.	im Theater.	at the theater.

The usual words for 'to' and 'at' are zu and auf. With people, zu and bei are used; with das Haus 'home', nach and zu are used; nach 'to' is also used with cities and countries. In a number of expressions where we say 'to' and 'at', German says literally 'into' and 'in'.

Ich gehe auf die Bank, auf die Poſt.	(= zur Bank, zur Poſt)
Ich gehe zur Univerſität.	I'm going to the university (not to the station or the bank).
Ich gehe auf die Univerſität.	I'm going to the university (this year as a student).

In a few expressions the word auf 'to' is used. Sometimes it is the equivalent of zu, sometimes it has a slightly different meaning.

D. TELEPHONE NUMBERS

[BEH FIHR, FIHR-unt-AKHtsich, AIN-unt-TSVANtsich]	W4–8421
[DEH TSVOH, DRAI-unt-ZECHtsich, AINSS NULL]	T2–6310
[GEH ZIHben, NULL FÜNF, TSVOH-unt-DRAIssich]	G7–0532

Telephone numbers are always said in pairs, unless one member of the pair is zero. Notice that zwo [TSVOH] replaces zwei, because the latter sounds too much like drei.

E. MAKING NEW WORDS

das Telegramm, -e [tehleGRAMM] 'telegram':

- die Telegraphie [tehlegrahFIH] 'telegraphy'
- der Telegraph, -en, -en [tehleGRAHF] 'telegraph'
- das Telegraphenamt, -er [tehleGRAHfen-amt] 'telegraph office'
- telegraphiſch [tehleGRAHfish] 'by telegram, telegraphic'
- ich telegraphiere an ihn [tehlegrahFIHre] 'I telegraph (to) him'

das Telephon, -e [tehleFOHN] 'telephone':

- das Telephonamt, -er [tehleFOHN-amt] 'telephone office, central'
- telephoniſch [tehleFOHnish] 'by telephone'
- ich telephoniere mit ihm [tehlefohNIHre] 'I talk with him on the telephone'
- ich telephoniere ihn . . . an 'I telephone (to) him'

die Poſt [POST] 'mail, postal service' (also short for das Poſtamt):
das Poſtamt, ⸗er [POST-amt] 'post office' (das Amt, ⸗er 'public office')
der Poſtbote, –n, –n [POST-bohte] 'mailman' (der Bote, –n, –n 'messenger')
die Poſtkarte, –n [POST-karte] 'post card' (die Karte, –n 'card')

eilen (iſt geeilt) [AIlen] 'hurry':
der Eilbote, –n, –n [AIL-bohte] 'special delivery mailman'
der Eilbrief, –e [AIL-brihf] 'special delivery letter'

reinigen	'clean'	die Reinigung, –en	[RAInigung]	'cleaning'
verloben	'engage'	die Verlobung, –en	[fer-LOHbung]	'engagement'
ich lade . . . ein	'invite'	die Einladung, –en	[AIN-lahdung]	'invitation'

Many nouns are made by adding –ung to the stem of a verb. Such nouns are always die-words, and always make their plural by adding –en. They usually mean the act of doing such-and-such, or the thing that results from such an action.

Can you identify the verbs from which the following nouns are made?

die Beſetzung, –en 'occupation (of an area)'
die Bezahlung, –en 'payment'
die Erzählung, –en 'story, tale'
die Füllung, –en 'filling, stuffing'
die Haltung, –en 'deportment'
die Schreibung, –en '(way of) writing'
die Sitzung, –en 'session'
die Stellung, –en 'position, job'
die Suchung, –en 'search'
die Verbindung, –en 'connection'
die Verſuchung, –en 'temptation'
die Wanderung, –en 'hike'
die Auswanderung, –en 'emigration'
die Einwanderung, –en 'immigration'

What nouns in –ung are made from the following verbs?

leiten 'direct, conduct'
wohnen 'live, dwell'
beſſern: ich beſſere mich 'I improve'
erkälten: ich erkälte mich 'I catch cold'
verzeihen (verzieh, verziehen): ich verzeihe ihm 'I pardon him'

2. Covering English and German of Word Study

Give the English equivalents of all German expressions in the *Word Study* and the German for all the English. This is individual study.

3. Review of Basic Sentences

Further oral practice with the first part of the *Basic Sentences.*

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Further oral practice with the second part of the *Basic Sentences.*

2. Covering the English of Basic Sentences

Check your knowledge of the meaning of all words and phrases in the *Basic Sentences.* This is individual study.

3. What Would You Say?

Answer each of the following questions in two different ways. Sample question: Seit wann lernen Sie Deutſch? (1 Monat) Sample answer: (a) Ich lerne ſchon einen Monat Deutſch. (b) Ich lerne ſeit einem Monat Deutſch.

1. Seit wann wohnen Sie in der Kaiſerſtraße? (½ Jahr)
2. Wie lange iſt er ſchon verlobt? (3 Monate)
3. Seit wann rauchen Sie denn Zigarren? (etwa 1 Monat)
4. Wie lange ſind Sie ſchon zurück? (8 Tage)
5. Wie lange liegt er ſchon im Bett? (1 Woche)
6. Seit wann iſt ſie verheiratet? (faſt 2 Wochen)
7. Wie lange ſprechen Sie ſchon Deutſch? (mehr als 10 Jahre)
8. Wie lange regnet es ſchon? (½ Stunde)

Translate the word *another* in the following sentences:

9. Herr Ober! Dieſe Gabel iſt ſchmutzig. Bringen Sie mir bitte (another).
10. Wenn Sie immer noch Hunger haben, beſtellen Sie doch (another) Teller Suppe!
11. Darf ich Ihnen (another) Stück Kuchen bringen, oder haben Sie ſchon genug gegeſſen?
12. Dieſe Schuhe paſſen mir nicht; zeigen Sie mir bitte (another) Paar!

13. Wenn Fräulein Fiſcher auch ins Kino gehen will, müſſen wir (another) Karte kaufen.

14. Bringen Sie uns bitte (another) Glas Bier; der Herr neben mir hat keins.

15. (Another) Stunde, und wir werden in Berlin ſein.

16. Mir war geſtern Nacht ſehr kalt; könnten Sie mir (another) Wolldecke geben?

Translate into German:

17. No, (Mr.) Dr. König isn't at home; he's gone to the bank.

18. I think you can reach him at the bank; the telephone number is A2-7150.

19. How long have you been living at [the] Schulzes'?

20. Last year I took ('made') a trip to Munich.

21. I went [for] two years to the University [of] Berlin.

22. Where were you last night, at the opera? No, we went to a concert.

23. He's gone to [the] Schneiders'; their number is B4-8205.

24. I saw him yesterday afternoon at the post office.

SECTION D—LISTENING IN

1. What Did You Say?

With other members of the group give orally your responses to the previous exercise as the Leader calls for them.

2. Word Study Check-up

Give the German for all English equivalents in the *Word Study* as the Leader calls for it.

3. Listening In

1. Lehmann (L.) meets König (K.) on the street, and asks him why he wasn't at the outing yesterday.

L: Guten Tag, Herr Lehmann.
Warum waren Sie denn geſtern nicht beim Ausflug?
Wir haben Sie alle ſehr vermißt.

K: Ich habe kein Geld gehabt,
und ohne Geld kann man ja nicht ausgehen.

L: Was haben Sie denn mit Ihrem Geld gemacht?

K: Ich habe meinen letzten Pfennig vorgeſtern für Blumen für Fräulein Meyer ausgegeben.

L: Soll ich Ihnen etwas Geld leihen?

K: Nein, vielen Dank.
Ich habe heute einen Eilbrief mit Geld von zu Hauſe bekommen.
Ich hatte ſchon letzte Woche nach Hauſe geſchrieben,
aber der Brief kam zurück,
weil ich nicht genug Porto darauf geklebt hatte.

L: So ein Pech!

K: Ja, und dann wollte ich ein Telegramm ſchicken,
aber dafür hatte ich dann nicht mehr genug Geld!

L: Na, wir machen nächſten Sonnabend wieder einen Ausflug.
Hoffentlich können Sie dann mit uns kommen.

K: Allerdings!
Ich werde gleich Fräulein Meyer anrufen
und ſie dazu einladen.

2. Fritz Lehmann (F.) calls up Hans Meyer (H.) and invites him to the opera.

F: Hier Fritz Lehmann.
Darf ich bitte Herrn Hans Meyer ſprechen?

H: Am Apparat.
Guten Tag, Fritz.

F: Ach, guten Tag, Hans.
Hans, ich habe zwei Karten für die Oper morgen abend.
Möchten Sie gern mit mir kommen?

H: An ſich ſehr gerne,
aber ich habe eine ſchreckliche Erkältung.

F: Ach, wie ſchade!
Haben Sie den Arzt kommen laſſen?

H: Ja, er war vorgeſtern hier,
und hat geſagt, ich muß im Bett bleiben.

F: Das iſt ja allerdings nicht ſehr intereſſant.
Was tun Sie denn für Ihre Erkältung?

H: Ich eſſe Aſpirin wie andere Leute Kartoffeln
und trinke von morgens bis abends Waſſer.

F: Wann dürfen Sie denn wieder aufſtehen?

H: Übermorgen, wenn alles gut geht.

F: Ja, da werden Sie morgen abend ſicher nicht in die Oper gehen können.
Wen kann ich denn ſonſt einladen?

H: Warum laden Sie nicht Fräulein Müller ein?

F: Ja, vielleicht tu' ich das.
Sie iſt allerdings ziemlich dumm,
aber ſie ſieht gut aus.

H: Viel Vergnügen!
Hoffentlich ſchläft ſie nicht in der Oper ein!

3. Meyer (M.) and Schneider (S.) have met on the street and gone into a café. Meyer has a bunch of packages under his arm.

M: Donnerwetter, bin ich aber müde!

S: Haben Sie auf der Univerſität gearbeitet,
oder waren Sie geſtern abend aus?

M: Weder, noch.
Ich war heute nachmittag in der Stadt.
Ich habe eine ganze Menge Sachen kaufen müſſen.

S: Und jetzt haben Sie kein Geld mehr
und wollen ſich von mir zwanzig Mark leihen!

M: Nein, diesmal nicht.

S: Was haben Sie denn gekauft?

M: Erſt war ich bei der Drogerie
und habe für meine Wirtin Aſpirin kaufen müſſen.
Sie hat eine Erkältung
und liegt ſeit drei Tagen im Bett.
Und dann bin ich zum Warenhaus gegangen
und habe mir Seife, Raſierkrem, eine Zahnbürſte und Zahnpaſte gekauft.

S: Und was iſt in den anderen beiden Paketen, die Sie da haben?

M: In dem einen iſt meine Wäſche,
die ich von der Wäſcherei abgeholt habe.
Das andere iſt ein Paket von zu Hauſe.

S: Machen Sie es doch ſchnell auf!
Was iſt denn darin?

(Meyer macht das Paket auf.)

M: Ach Du lieber Gott!
Seife, Raſierkrem, eine Zahnbürſte und Zahnpaſte!
Warum bin ich denn dann in die Stadt gegangen?!

SECTION E—CONVERSATION

1. Covering the German of Basic Sentences

With the German covered, practice until you can speak the German for each English sentence without hesitation. This is individual study.

2. Vocabulary Check-up

Give the German for all the English sentences in the *Basic Sentences* as the Leader calls for it.

3. Conversation

Suggested Topics:

1. You're visiting a sick friend. You ask him how he is, what's the matter with him (he has a cold), how long he's been in bed, and whether he's had the doctor come. Then you ask whether you can do anything for him, and he asks you to mail a letter, telling you where the next mailbox is. As you leave, you say you hope he'll get better soon.
2. You ask a friend what the Schneiders' telephone number is. The first time you dial it, the line is busy. The second time you get the call through, but when you ask to speak with Miss Schneider, the voice says there isn't any Miss Schneider there, you must have the wrong number. You bawl your friend out, ask for the telephone book, and finally get the right number.

3. You ask a friend what the Müllers' address is. He tells you, and asks why you want to know. You say you're writing to Fritz Müller, he's sick, in bed for a week, doctor was there, Fritz can't get up until next week. When you're through, you ask your friend whether he's going down town, if so will he mail the letter at the post office. You'd like to send a telegram, but haven't the money, and so you want to send the letter by special delivery.
4. Tell somebody about all the errands you had to do yesterday—stamps, envelopes, aspirin for a sick friend, etc.

SECTION F—CONVERSATION (*Cont.*)

Continue conversation. Additional check-up on the material of the *Basic Sentences* by the Leader if it seems necessary.

Review: Complete check-up on the material of the *Word Study* and *Basic Sentences.*

FINDER LIST

die Adreſſe,-n [aDRESSe] 'address'

das Amt,-¨er [AMT, EMter] 'public office'; das Fräulein vom Amt 'telephone operator'

der Arzt,-¨e [ARTST, ERTste] 'physician, doctor'

das Aſpirin [aspihRIHN] 'aspirin'

der Augenblick,-e [AUgen-blick] 'moment'; einen Augenblick! 'just a minute!'

die Beſſerung,-en [BESSerung] 'betterment'; gute Beſſerung! 'I hope you get better soon!'

der Briefkaſten,-¨ [BRIHF-kasten, -kesten] 'mailbox'

die Briefmarke,-n [BRIHF-marke] 'postage stamp'

der Briefträger,- [BRIHF-trehger] 'mailman'

der Briefumſchlag,-¨e [BRIHF-umm-shlahk, -shlehge] 'envelope (for a letter)'

das Buch,-¨er [BUHKH, BÜHcher] 'book'

daher [dah-HEHR] 'therefore'

die Drogerie,-n [drohgeRIH, *pl.* drohgeRIHen] 'drugstore'

das Dutzend,-e [DUTsent] 'dozen'

der Eilbote,-n,-n [AIL-bohte] 'special delivery mailman'; per Eilboten 'by special delivery'

erkälten [er-KELten]: ich erkälte mich 'I catch cold'; die Erkältung,-en [er-KELtung] 'cold'

erreichen [er-RAIchen] 'reach, get in contact with'

faſt [FAST] 'almost'

der Gefallen, [ge-FALLen] 'favor'; ich tue Ihnen einen Gefallen 'I do you a favor'

gehen: ich gehe . . . los (bin losgegangen) 'I start out'

der Kaſſierer,– [kaSIHrer] 'cashier'

kleben [KLEHben] 'stick'

das Konto,–s [KONtoh] '(bank) account'

krank (¨) [KRANGK, KRENGker, KRENGKST-] 'sick'

die Leitung,–en [LAItung] 'line, wire'

die Luftpoſt [LUFT-post] 'airmail'

die Marke,–n [MARke] 'stamp, tag'

nehmen: ich nehme . . . an 'I assume'

die Nummer,–n [NUMMer] 'number'

das Paket,–e [paKEHT] 'package'

(der) Paul,–s [PAUL] 'Paul'

per [PERR] (plus form 2) 'by, per'

das Porto,–s [PORtoh] 'postage'

die Poſt [POST] 'mail, postal service'; also short for das Poſtamt 'post office'

das Poſtamt,¨er [POST-amt, -emter] 'post office'

der Poſtbote,–n,–n [POST-bohte] 'mailman'

rufen (rief, gerufen) [RUHfen, RIHF, ge-RUHfen] 'call'; ich rufe . . . an 'I call up (on the telephone)'

ſchicken [SHICKen] 'send'

ſchlecht [SHLECHT] 'bad'

Schmidt [SHMITT] 'Schmidt'

ſehen: ich ſehe . . . nach 'I look up'

ſeit [ZAIT] (plus form 3) 'since': ich bin ſeit einem Monat hier I've been here for a month'

ſicher [ZICHer] 'sure, certain'

ſtecken: ich ſtecke den Brief ein 'I mail the letter'

das Telegramm,–e [tehleGRAMM] 'telegram'

das Telephonbuch,¨er [tehleFOHN-buhkh, -bühcher] 'telephone book'

der Umſchlag,¨e [UMM-shlahk, -shlehge] 'envelope'

verbinden (verband, verbunden) [fer-BINden, fer-BANT, fer-BUNden] 'connect'; ich bin falſch verbunden 'I have the wrong number'; Sie haben mich falſch verbunden 'you've given me the wrong number'

wählen [VEHlen] 'choose, elect; dial (on the telephone)'

der Zettel,– [TSETTel] 'slip (of paper)'

UNIT 18

REVIEW

SECTION A—WHAT DO YOU KNOW IN GERMAN?

This section is a true-false quiz like those in units 6 and 12. Write down the numbers from 1 to 80 on a piece of paper, and as the statements are read to you, write *T* or *F* opposite the number of the statement. After you finish the quiz, the Leader will read out the correct answers for each statement. Check your paper and give your score to your Leader. He will figure out the average for your group. If your score is less than the average, or less than 80%, you need more review of the previous units.

Spend the rest of the time going over the items on which you had difficulty.

SECTION B—HOW WOULD YOU SAY IT?

Practice saying out loud the German for the following sentences. Keep at them until you know them all cold. Do not write anything down. This is individual study.

I

1. I'm invited to the Fischers' tomorrow evening.
2. She'll be eighteen years old tomorrow. She was born in 1926.
3. They've only invited a few friends and acquaintances.
4. The oldest one is the one who got engaged to an English girl.
5. She married an officer whose family lives in America.
6. My grandparents had two sons, one of whom emigrated to America.
7. Are those the people whose children are studying at the University of Berlin?
8. My grandmother is still living, but my grandfather is dead.

II

1. I haven't seen you for a long time. Were you away on a trip?
2. Did you have a good trip? No, I kept having bad luck.

3. I missed the train because the porter took me onto the wrong track.
4. All [the] seats in the second class compartments were already taken.
5. While I was in the dining car, somebody or other stole my baggage.
6. Were you able to go right through?—No, I had to change trains in Munich.
7. I had to kill the evening somehow or other.—Well, I guess that wasn't very hard.
8. How much of that good Munich beer did you drink? —Let's not talk about that!

III

1. We had already gone to the opera on Wednesday and to the concert on Thursday.
2. Before the main feature we saw a newsreel and a rather stupid comedy.
3. After we had seen the movie my wife wanted to go to a nightclub.
4. We went to a place on Main St. that Hans Müller had told me about.
5. They only had a very small orchestra, but the music was pretty good.
6. Once women go out, they want to stay out until three o'clock in the morning.
7. I'll bet you had a nice little hangover yesterday morning!
8. Thank the Lord that I can sleep late tomorrow morning!

IV

1. When the telephone rings. Hans Lehmann takes the receiver off and says, "Hello?"
2. May I please speak to (Mr.) Dr. König?—Speaking.
3. Say, where were you yesterday? We missed you a lot.
4. Before I went to bed I wound up my alarm clock and set it for half past seven.
5. Sometime or other in the night my watch stopped.
6. Then of course I couldn't get to the station on time any more.
7. What time does your watch say? I think mine is slow.
8. We'll meet at half past seven sharp in front of the restaurant. OK?

V

1. He looked the number up in the telephone book, went to the telephone, took the receiver off, and dialed.
2. May I please speak to Mr. Müller?—Just a minute, please.

3. I've been trying to reach you all afternoon, but the operator kept giving me the wrong number.
4. I've been in bed for a week with a terrible cold.
5. If you're not better the day after tomorrow, you must send for the doctor.
6. I still have over half a box of aspirin. But could you do me another favor?
7. When I called up at the bank, the cashier told me that I haven't got another pfennig in my account.
8. I'll start out now, and I'll be down town in a half an hour sure.

SECTION C—HOW DID YOU SAY IT?

Quiz by the Group Leader on the sentences in Section B, asking various members of the group: „Wie ſagt man auf deutſch . . . ?"

SECTION D—HOW WOULD YOU SAY IT? (*Cont.*)

Translate the following sentences into German, practicing them out loud until you know them all thoroughly. English words in square brackets [ ] are to be omitted in the German. This is individual study.

I

1. Boy, but was I tired last Sunday! I went out almost every evening last week.
2. I tried to get the 5:15 P. M. train ('the train at 5:15 P. M.'), but everything went wrong.
3. For crying out loud! He's forgotten to stick a stamp on the envelope!
4. I have a whole lot of nephews and nieces, but (the) most of ('from') them I've never seen.
5. Oh, good Lord! Somebody's stolen my watch!
6. Before the concert we went (in)to a restaurant, drank a few cocktails, and ate dinner ('to evening').
7. One round trip ticket to Munich, third class.—Certainly, 48.30 RM.
8. Here comes the mailman. I hope he has a letter for me!

II

1. I'll bet you saw the movie ('film') that we saw last Tuesday evening.
2. The Munich train arrives at 4:36 P. M. and leaves at 4:42 P. M.

3. I tried to call him up, but the line was busy all the time ('continuingly').
4. The Schneiders' residence. No, I'm sorry ('it does me sorrow'), but Miss Schneider is not at home.
5. I have a sister-in-law whose grandparents emigrated [in] 1848 from ('out-of') Germany.
6. Did you at least get a seat in a third class compartment?
7. How was the outing yesterday?—Terrible. It rained the whole afternoon.
8. Will you have time to do me another favor after you've bought the stamps?

III

1. I had to go to the station to pick up my brother. He came on the 8:15 P. M. train ('with the train at 8:15 P. M.') from Vienna.
2. It was too bad that you couldn't come with us. We had a lot of ('very much') fun.
3. They have two sons, one of whom ('from whom the one') is [an] aviator and the other [a] sailor.
4. The movie actress who played the lead was named Paula Wessely.
5. When my grandfather was 23 years old he emigrated to America.
6. I had only one dull razor blade. I tried to shave (myself) with it, but had to give it up.
7. [The] Kellers have invited me for Thursday evening. Do you know whom else they've invited?
8. How long have you been married?—A month and a half. We got married ('have married') last June.

IV

1. How did you like the symphony? Did the orchestra play well?
2. When you arrive in Munich you'll have to change trains and buy a berth in the Vienna sleeping car.
3. If you have time, call me up tomorrow morning. My telephone number is D4–2320.
4. Incidentally, I was just going to say—what are you doing tonight?
5. Do you know whether she's married now?—No, but last winter she got engaged to ('with') a young officer.
6. After we had heard the concert, we went (in)to a little bar on ('in the') Main St.
7. If the porter doesn't bring my baggage, I'll miss the train.
8. How am I supposed to brush my teeth if you keep taking ('take continuingly') my toothpaste?

V

1. Why couldn't you go with us to the opera last night?—I had to stay at home and work.
2. My uncle was ('is') born on the 8th [of] March, 1896.
3. Fortunately I found the tickets before the train left.
4. Afterwards we went to the nightclub that you had told us about, and danced until three o'clock in the morning.
5. If you see a mailbox, could you please mail this letter for me?
6. The people at whose house ('by whom') I'm living have three children—one son and two daughters.
7. You'll have to send the letter by airmail. His address is 237 Kaiser St.
8. Did you have fun last night?—Yes, I've never had as good a time ('have yet never amused myself so well').

SECTION E—HOW DID YOU SAY IT? (*Cont.*)

Quiz by the Group Leader on the sentences in Section D, asking various members of the group: „Wie ſagt man auf deutſch . . . ?"

SECTION F—CONVERSATION REVIEW

Hold a series of conversations on any of the topics covered so far. All members of the group should have a chance to take part. Here are some suggested topics:

1. Tell someone about all the things you had to do down town yesterday: go to the bank, post office, barbershop, laundry, tailor's, etc.
2. You meet an old home-town acquaintance, and the two of you discuss what's become of all your old friends: this one's married to so-and-so's daughter and they have three children, that one's engaged to an English girl, another one's a famous movie actor, etc.
3. Tell someone about the trip you've just taken: where you went, what you saw, how you went out in the evening, a couple of acquaintances you happened to meet, etc.
4. Tell someone your daily schedule: when you get up, where you eat various meals, how you get to your place of work, when you come home, etc.
5. You're sick abed with a cold, and so you call up a friend and ask him to do you a few favors: get some aspirin, get your mail, buy some stamps, get your laundry, etc.

6. Tell a friend about the big evening you had last night: where you ate, where you went and what you saw or heard, what you did after that, when you got home, and how you feel right now.
7. Ask somebody about his family: where his parents live, how many brothers and sisters he has and whether they're married or engaged, whether his grandparents are living and, if so, how old they are, etc. Then tell him the same things about your family.
8. Make up a hard luck story about a trip you took: missing trains, baggage getting stolen, not finding a seat, losing tickets, bad weather, etc.
9. Call up Miss Lehmann, invite her out for the evening, and discuss what you will do and where you will go. Arrange a time and place to meet her, and check up on whether your watches agree.
10. You're taking down information about someone. Ask him to spell his name and give you his address and telephone number; date and place of birth; names and dates and places of birth of parents and brothers and sisters, etc.

PART FOUR **UNIT 19**

FILL 'ER UP

SECTION A—BASIC SENTENCES

	Meyer	
the auto	das Auto	[AUtoh]
Well now, Miss Lehmann, today you're going to learn how to drive an auto ('learn auto driving').	Alſo, Fräulein Lehmann, heute ſollen Sie Auto fahren lernen.	
	Miss Lehmann	
insure	verſichern	[fer-ZICHern]
I hope you're insured!	Hoffentlich ſind Sie verſichert!	
	Meyer	
Why of course ('but self-understandably')!	Aber ſelbſtverſtändlich!	[ZELPST-fer--SHTENT-lich]
the gas station ('tanking-place')	die Tankſtelle	[TANGK-shtelle]
get some gas ('tank')	tanken	[TANGken]
Now first we have to go to the gas station and get some gas.	Alſo erſt müſſen wir zur Tankſtelle fahren und tanken.	
	(At the gas station)	
the liter (= about a quart)	das Liter	[LIHter]
the gasoline	das Benzin	[benTSIHN]
Twenty liters [of] gas, please.	Zwanzig Liter Benzin, bitte.	

Attendant

the tire	der Reifen	[RAIfen]
I pump up	ich pumpe . . . auf	[PUMpe]
Shall I pump up the tires, too?	Soll ich auch die Reifen aufpumpen?	
as though	als ob	[alss OPP]
a bit	ein bißchen	[BISS-chen]
the air	die Luft	[LUFT]
They look as though they need a bit [of] air.	Sie ſehen aus, als ob ſie ein bißchen Luft brauchen.	

Meyer

the pressure	der Druck	[DRUCK]
Yes, take a look to see ('look up') whether they have enough pressure.	Ja, ſehen Sie nach, ob ſie genug Druck haben.	
grease	ſchmieren	[SHMIHren]
Tomorrow I'll bring you the car to have it greased and washed ('for the greasing and washing').	Morgen bringe ich Ihnen den Wagen zum Schmieren und Waſchen.	
the oil	das Öl	[ÖHL]
should	ſollte	[ZOLLte]
Probably the oil should be ('become') changed, too.	Wahrſcheinlich ſollte das Öl auch gewechſelt werden.	
There, Miss Lehmann, now let's go ('now it starts off').	So, Fräulein Lehmann, jetzt geht's los.	
steer	ſteuern	[SHTOIern]
the wheel	das Rad	[RAHT]
Sit down here at the steering wheel.	Setzen Sie ſich hier ans Steuerrad.	

the motor	der Motor	[mohTOHR]
The motor's already running.	Der Motor läuft ſchon.	
	Miss Lehmann	
the thing	das Ding	[DING]
What are all these gadgets here?	Was ſind denn all dieſe Dinger hier?	
	Meyer	
explain	erklären	[er-KLEHren]
I'll explain everything to you.	Ich erkläre Ihnen alles.	
step	treten	[TREHten]
the clutch ('coupling')	die Kuppelung	[KUPPelung]
First, step on the clutch	Erſtens, treten Sie auf die Kuppelung	
shift	ſchalten	[SHALten]
the gear, speed	der Gang	[GANG]
and shift into low ('the first gear').	und ſchalten Sie in den erſten Gang.	
the gas	das Gas	[GAHS]
the lever	der Hebel	[HEHbel]
Then step on the accelerator ('gas-lever')	Treten Sie dann auf den Gashebel	
and let the clutch out slowly.	und laſſen Sie die Kuppelung langſam heraus.	
halt!	halt!	[HALT]
the reverse-gear	der Rückgang	[RÜCK-gang]
No, stop! That's (the) reverse!	Nein, halt! Das iſt der Rückgang!	
There, that's better.	So, das iſt beſſer.	
wait	warten	[VARten]
Now we'll have to wait	Jetzt müſſen wir warten,	

the traffic-light	die Verkehrsampel	[fer-KEHRSS-ampel]
green	grün	[GRÜHN]
until the traffic light turns ('becomes') green.	bis die Verkehrsampel grün wird.	
	Miss Lehmann	
Shall I go straight ahead?	Soll ich gerade aus fahren?	
	Meyer	
I turn ('bend in')	ich biege . . . ein	[BIHge]
No, turn right here into (the) Main St.	Nein, biegen Sie hier rechts in die Hauptſtraße ein.	
But drive slowly!	Aber langſam fahren!	
the curve	die Kurve	[KURve]
Not so fast on a ('in the') curve!	Nicht ſo ſchnell in der Kurve!	
There, now step on it ('give gas')	So, jetzt Gas geben,	
in-order-that	damit	[dah-MITT]
the truck ('burden-wagon')	der Laſtwagen	[LAST-vahgen]
overtake	überholen	[ühber-HOHlen]
so you can pass that truck.	damit Sie den Laſtwagen dort überholen können.	
the caution	die Vorſicht	[FOHR-zicht]
the taxi	die Taxe	[TAKse]
Be careful! There comes a taxi!	Vorſicht! Da kommt eine Taxe!	
	Miss Lehmann	
Good heavens! What do I do now?	Um Gottes willen! Was mach' ich jetzt?	

blow-a-horn	hupen	[HUHpen]
Shall I blow the horn?	Soll ich hupen?	
	Meyer	
the brake	die Bremſe	[BREMze]
Step on the brake!!	Auf die Bremſe treten!!	
	(Crash!!!)	
I run into him	ich fahre ihn . . . an	
Now you've run into him!	Jetzt haben Sie ihn doch angefahren!	
you should have	Sie hätten . . . ſollen	[HETTen]
You shouldn't have driven so fast.	Sie hätten nicht ſo ſchnell fahren ſollen.	
the cop	der Schupo	[SHUHpoh]
Oh, good Lord, and here comes a cop already!	Ach Du lieber Gott, hier kommt auch ſchon ein Schupo!	
arrest	verhaften	[fer-HAFten]
He'll surely arrest us.	Er wird uns ſicher verhaften.	
	Cop	
the driver's-license	der Führerſchein	[FÜHrer-shain]
Lemme see your license ('show you once your driver's license to here')!	Zeigen Sie mal Ihren Führerſchein her!	
What, you haven't got any?!	Was, Sie haben keinen?!	
You're driving without [a] license	Sie fahren ohne Führerſchein	
the accident	der Unfall	[UNN-fall]
and on top of that ('thereto yet') have an accident?	und haben dazu noch einen Unfall?	

I come along	ich komme . . . mit	
the police station	die Polizeiwache	[pohlihTSAI-vakhe]
hen just come right along to the police station!	Da kommen Sie mal gleich mit zur Polizeiwache!	

* * *

e garage	die Garage, -n	[gahRAHzhe]
e traffic	der Verkehr	[fer-KEHR]
o parking ('parking forbidden')!	Parken verboten!	[PARken fer-BOHten]
the kilometer (= ⅝ mile)	das Kilometer,—	[kihloh-MEHter]
orty kilometers an ('the') hour.	Vierzig Kilometer die Stunde.	

Section B—Word Study and Review of Basic Sentences

1. Word Study

A. MAKING NOUNS OUT OF VERBS

orgen bringe ich Ihnen den Wagen **zum Schmieren** und **Waſchen**.	I'll bring the car to you tomorrow to have it greased and washed ('for washing and greasing').
as Waſchen koſtet eine Mark, **das Schmieren** zwei Mark fünfzig.	(The) washing costs one mark, (the) greasing two marks fifty.
t **das Autofahren** ſehr ſchwer?	Is (the) auto driving very hard?
önnten Sie mir bitte **das Schalten** erklären?	Could you please explain the shifting to me?
h fahre jeden Winter nach Süddeutſchland **zum Schilaufen**.	I go to southern Germany every winter for skiing.

To make a noun out of a verb in English, we add *-ing:* *shing, greasing, auto driving,* etc. In German you simply make a das-word out of the general form of the verb: das Waſchen, das Schmieren, das Autofahren, etc.

B. THE INFINITIVE IN COMMANDS

Langſam **fahren!**	Drive slowly!
Gas **geben!**	Step on it!
Auf die Bremſe **treten!**	Step on the brake!
Nicht **hupen!**	No horn blowing!
Alles **einſteigen!**	All aboard!

The usual way of telling someone to do something is to use the general form of a verb plus Sie: Fahren Sie langſam! Geben Sie Gas! etc. But on signs, in directions, etc., another device is used: the general form of a ver is used as an infinitive (that is, it comes at the end without any Sie.

C. 'SHOULD, OUGHT TO'

Ich **ſollte** etwas Aſpirin nehmen.	I should, ought to take some aspirin.
Ich **hätte** etwas Aſpirin nehmen **ſollen.**	I should have, ought to have taken some aspirin.
Er **ſollte** den Arzt kommen laſſen.	He should, ought to send for the doctor.
Er **hätte** den Arzt kommen laſſen **ſollen.**	He should have, ought to have sent for the doctor.
Sie **ſollten** nicht ſo ſchnell fahren.	You shouldn't, ought not to drive so fast.
Sie **hätten** nicht ſo ſchnell fahren **ſollen.**	You shouldn't have, ought not to have driven so fas

'Should, ought to' in German is ſollte [ZOLLte]; 'should have, ought to have' is hätte . . . ſollen [HETTe . . . ZOLLen]. This ſollte is just like the past of ſollen 'be supposed to'; but notice that hätte [HETTe] diffe from hatte [HATTe], the past of haben 'have'.

D. MAKING NEW WORDS

(1) Verbs from adjectives:

klar [KLAHR] 'clear' — erklären [er-KLEHren] 'explain'
ſicher [ZICHer] 'sure' — verſichern [fer-ZICHern] 'insure'

2) Verbs from nouns:

der Tank, -s [TANGK] 'tank' — tanken [TANGken] 'get gasoline'
die Bremſe, -n [BREMze] 'brake' — bremſen [BREMzen] 'put on the brakes'
die Hupe, -n [HUHpe] 'horn' — hupen [HUHpen] 'blow a horn'
die Pumpe, -n [PUMpe] 'pump' — pumpen [PUMpen] 'pump'

3) Nouns in -ung from verbs:

erklären [er-KLEHren] 'explain' — die Erklärung, -en [er-KLEHrung] 'explanation'
kuppeln [KUPPeln] 'couple' — die Kuppelung, -en [KUPPelung] 'clutch'
ſchalten [SHALten] 'shift' — die Schaltung, -en [SHALtung] 'gear shift'
verſichern [fer-ZICHern] 'insure' — die Verſicherung, -en [fer-ZICHerung] 'insurance'

4) Compound nouns:

der Druck, -e [DRUCK, DRÜCKe] 'pressure':
  der Luftdruck, -e [LUFT-druck] 'air pressure' (die Luft, =e 'air')
  der Eindruck, -e [AIN-druck] 'impression' (accented adverb ein 'in')
  der Ausdruck, -e [AUS-druck] 'expression' (accented adverb aus 'out')

der Hebel, - [HEHbel] 'lever':
  der Gashebel, - [GAHS-hehbel] 'accelerator' (das Gas, -e 'gas')
  der Schalthebel, - [SHALT-hehbel] 'gearshift lever' (ſchalten 'shift')

das Rad, -er [RAHT, REHder] 'wheel':
  das Fahrrad, -er [FAHR-raht] 'bicycle' (fahren 'drive')
  das Steuerrad, -er [SHTOIer-raht] 'steering wheel' (ſteuern 'steer')
  das Motorrad, -er [mohTOHR-raht] 'motorcycle' (der Motor, -en 'motor')
  das Zahnrad, -er [TSAHN-raht] 'gear' (der Zahn, =e 'tooth')

die Verſicherung, -en [fer-ZICHerung] 'insurance':
  die Feuerverſicherung, -en [FOIer-fer-zicherung] 'fire insurance' (das Feuer, – 'fire')
  die Lebensverſicherung, -en [LEHbenss-fer-zicherung] 'life insurance' (das Leben, – 'life')
  die Unfallverſicherung, -en [UNN-fall-fer-zicherung] 'accident insurance' (der Unfall, =e 'accident')

der Wagen, - [VAHgen] 'car':
- der Laſtwagen, - [LAST-vahgen] 'truck' (die Laſt, -en 'burden, load')
- der Beiwagen, - [BAI-vahgen] 'sidecar' (preposition bei 'by')

2. Covering English and German of Word Study

Give the English equivalents of all German expressions in the *Word Study* and the German for all the Englis
This is individual study.

3. Review of Basic Sentences

Further oral practice with the first part of the *Basic Sentences*.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Further oral practice with the second part of *Basic Sentences*.

2. Covering the English of Basic Sentences

Check your knowledge of the meaning of all words and phrases in the *Basic Sentences*. This is individual stud

3. What Would You Say?

Answer the following questions based on the story told in the *Basic Sentences*. Notice that the questions a
require answers with the verb in the perfect phrase. Practice the questions and answers out loud until you kno
them thoroughly.

1. Wo ſind Herr Meyer und Fräulein Lehmann hingefahren?
2. Was haben ſie dort gekauft?
3. Wie haben die Reifen ausgeſehen?
4. Was hat der Mann an der Tankſtelle mit den Reifen gemacht?
5. Wo hat ſich Fräulein Lehmann hingeſetzt?
6. Wo hat ſie warten müſſen?
7. Wo iſt ſie dann hingefahren?
8. Wie iſt ſie in der Kurve gefahren?
9. Was hat ſie überholen wollen?

10. Was hat ſie angefahren?
11. Wie hatte ſie fahren ſollen?
12. Wer iſt dann gekommen?
13. Was hat er ſehen wollen?
14. Wo hat er Fräulein Lehmann hingebracht?

The following questions test your ability as an auto driver.

15. Wo tankt man?
16. Womit ſteuert man?
17. Womit bremſt man?
18. Womit hupt man?
19. Womit ſchaltet man?
20. Womit pumpt man?
21. Wann tritt man auf die Bremſe?
22. Wann tritt man auf den Gashebel?
23. Wann tritt man auf die Kuppelung?
24. Wieviele Gänge haben die meiſten Wagen?
25. Wie ſollte man in der Kurve fahren?
26. Was ſollte man in der Kurve nicht machen?
27. Was muß man immer bei ſich haben, wenn man fährt?
28. Was kann man an einer Tankſtelle machen laſſen?

SECTION D—LISTENING IN

1. What Did You Say?

With the other members of the group give orally your responses to the previous exercise as the Leader calls or them.

2. Word Study Check-up

Give the German for all English equivalents in the *Word Study* as the Leader calls for it.

3. Listening In

1. After her accident, Miss Lehmann (L.) is questioned by the police sergeant (der Wachtmeiſter) (W.) at the olice station.

W: Sind Sie die Dame, die gerade einen Autounfall gehabt hat?

L: Ja, Herr Wachtmeiſter, an der Ecke Kaiſer- und Hauptſtraße.

W: Wie iſt denn das paſſiert?

L: Ich wollte einen Laſtwagen überholen,
und da iſt eine Taxe gekommen,
und ich habe nicht gewußt, was ich machen ſollte.

W: Wen haben Sie denn angefahren, die Taxe oder den Laſtwagen?

L: Die Taxe.
Ich weiß gar nicht, wie es paſſiert iſt.
Ich habe doch drei- oder viermal gehupt.

W: Ja, es gehört aber mehr zum Autofahren als Hupen.
Sie hätten langſamer fahren ſollen.

L: Ich bin aber nicht ſehr ſchnell gefahren—
ſicher nicht über ſechzig Kilometer die Stunde.

W: Aber mein liebes Fräulein Lehmann!
Für den Stadtverkehr iſt das doch viel zu ſchnell!
Zeigen Sie mir bitte Ihren Führerſchein!

L: Ich habe keinen!
Ich bin heute zum erſten Mal gefahren.
Herr Meyer wollte mir zeigen, wie man Auto fährt.
Ach, Herr Wachtmeiſter! Bitte verhaften Sie mich nicht

W: Nein, diesmal nicht.
Aber das nächſte Mal, wenn Sie Auto fahren lernen wollen,
verſuchen Sie es um Gottes willen, wo etwas weniger Verkehr iſt!
Jetzt müſſen Sie Ihren Namen und Ihre Adreſſe au dieſen Zettel ſchreiben,
und dann dürfen Sie gehen.

2. Meyer (M.) and Schmidt (S.) compare driving in Germany and America.

M: Iſt das Autofahren in Deutſchland anders als in Amerika?

S: Aber nein, gar nicht.
In Deutſchland muß man auch rechts fahren und links überholen,
und wenn die Verkehrsampel rot iſt, muß man halten.

M: Wie ſchnell kann man hier fahren?
Bei uns darf man meiſtens nicht über 75 Kilometer die Stunde fahren.

S: Hier kann man ſo ſchnell fahren, wie man will,
wenn man nur keinen anderen Wagen anfährt!

M: Ihre Autos ſind aber kleiner als unſere.

S: Ja, wir haben ja leider keinen Henry Ford.
Bei uns haben auch ſehr viel weniger Leute einen Wagen
weil ſie hier viel teurer ſind.
Was koſtet bei Ihnen Benzin?

M: Etwa fünf Cents das Liter.
Hier koſtet es ungefähr vierzig Pfennig, nicht wahr?

S: Ja, und Öl iſt hier auch teurer.
Aber Waſſer und Luft koſten auch bei uns nichts!
Ich habe gehört, daß es ſo viele Autos in New York gibt
daß man kaum über die Straße gehen kann.
Iſt das richtig?

M: Na, ganz ſo viele Autos haben wir nicht.
Wir haben aber wirklich viel mehr Verkehr als Sie hier

3. A policeman (P.) is questioning Muller (M.) after an accident.

P: Wie heißen Sie?
M: Ich heiße, Hans Muller: M, u, l, l, e, r.
P: Zeigen Sie mal Ihren Führerſchein her!
M: Es tut mir furchtbar leid, Herr Wachtmeiſter,
aber ich habe ihn leider nicht bei mir.
Ich glaube, ich habe ihn zu Hauſe gelaſſen.
P: Wiſſen Sie denn nicht,
daß Sie ihn immer bei ſich haben müſſen, wenn Sie Auto fahren?
Wie lange fahren Sie denn ſchon?
M: Seit drei Jahren, Herr Wachtmeiſter.
Und ich habe noch nie einen Unfall gehabt.
P: Alſo, erzählen Sie mir, was paſſiert iſt!
M: Aber gerne, Herr Wachtmeiſter.
Ich hatte da drüben an der Ecke gehalten,
weil die Verkehrsampel rot war.
Gerade als ſie dann grün wurde,
habe ich Fräulein Lehmann geſehen.
Ich habe ihr natürlich guten Tag geſagt,
und habe ſie eingeladen, heute abend mit mir ins Kino zu gehen.
Dann habe ich über die Straße fahren wollen,
aber dieſer Laſtwagen hier hat mich angefahren.
P: Natürlich hat er Sie angefahren!
Während Sie mit Ihrem Mädchen ſprachen,
iſt die Verkehrsampel wieder rot geworden!
M: Um Gottes willen! Das hab' ich ja gar nicht geſehen!
P: Kommen Sie jetzt mit mir zur Polizeiwache!
M: Aber Herr Wachtmeiſter, Sie werden mich doch nicht verhaften!
Der Unfall war ja nicht meine Schuld!
Ich habe die Verkehrsampel nicht geſehen!
P: Das können Sie dem Wachtmeiſter auf der Polizeiwache erzählen.

SECTION E—CONVERSATION

1. Covering the German of Basic Sentences

With the German covered, practice until you can speak the German for each English sentence without hesitation. This is individual study.

2. Vocabulary Check-up

Give the German for all the English sentences in the *Basic Sentences* as the Leader calls for it.

3. Conversation

Suggested Topics:

1. Listen to somebody's accident story, and then make him listen to yours.
2. Take the part of a cop who has just arrived at the scene of an accident.
3. Give someone a lesson in auto driving. Tell him what you do with the steering wheel, clutch, brake, and accelerator. Go into the details of shifting. Finally, give him a few general hints: stop at red traffic lights; blow your horn before passing; don't pass at a corner; drive slowly on curves, etc.

Give someone directions as to how to get to your house: drive three streets straight ahead until you come to a traffic light; then turn right, drive left at the next corner, and then go straight ahead until you see a drugstore at the left, etc. Make a little map, and then get him to repeat the directions so as to be sure he understands.

Section F—Conversation (*Cont.*)

Continue conversation. Additional check-up if necessary.

FINDER LIST

als ob [alss OPP] 'as though, as if'

das Auto,-s [AUtoh] 'auto'; ich fahre Auto 'I drive an auto'

das Benzin,-e [benTSIHN] 'gasoline'

biegen (bog, gebogen) [BIHgen, BOHK, ge-BOHgen] 'bend'; ich biege . . . ein (bin eingebogen) 'I turn (while driving)'

bißchen [BISS-chen]: ein bißchen 'a bit'

die Bremſe,-n [BREMse] 'brake'; bremſen 'put on the brakes'

damit [dah-MITT] (conjunction) 'in order that, so that'

das Ding,-e [DING] 'thing'; das Ding,-er 'gadget, whatsis, thingumajig'

der Druck,⸗e [DRUCK, DRÜCKe] 'pressure'

erklären [er-KLEHren] 'explain, declare'; die Erklärung,-en 'explanation' fahren: ich fahre . . . an 'I run into'

der Führerſchein,–e [FÜHrer-shain] 'driver's license'

der Gang,⸗e [GANG, GENGe]: der erſte Gang 'low gear', etc.

die Garage,–n [gahRAHzhe] 'garage'

das Gas,–e [GAHS] 'gas'

der Gashebel,– [GAHS-hehbel] 'accelerator'

grün [GRÜHN] 'green'

halt [HALT] 'halt, stop!'

hätten (ich hätte) [HETTen]: ich hätte . . . ſollen 'I should have, ought to have'

der Hebel,– [HEHbel] 'lever'

die Hupe,–n [HUHpe] 'horn'; hupen 'blow a horn'

das (*or* der) Kilometer,– [kihloh-MEHter] 'kilometer' (= 0.62137 miles, roughly ⅝ of a mile)

kommen: ich komme . . . mit 'I come along'

kuppeln [KUPPeln] 'couple'; die Kupp(e)lung,–en 'coupling, clutch'

die Kurve,–n [KURve] 'curve'

der Laſtwagen,– [LAST-vahgen] 'truck'

das (*or* der) Liter,– [LIHter] 'liter' (= 1.0567 U. S. liquid quarts)

die Luft,⸗e [LUFT, LÜFte] 'air'

der Motor,–en [mohTOHR *or* MOHtohr; *pl.* mohTOHren] 'motor'

das Öl,–e [ÖHL] 'oil'

parken [PARken] 'park'

die Polizeiwache,–n [pohlihTSAI-vakhe] 'police station'

die Pumpe,–n [PUMpe] 'pump'; pumpen 'pump'; ich pumpe . . . auf 'I pump up'

das Rad,⸗er [RAHT, REHder] 'wheel'; also short for **das Fahrrad,⸗er** 'bicycle'

der Reifen,– [RAIfen] 'tire'

der Rückgang,⸗e [RÜCK-gang, -genge] 'reverse gear'

ſchalten [SHALten] 'shift gears'; die Schaltung,–en 'gearshift'

ſchmieren [SHMIHren] 'grease'

der Schupo,–s [SHUHpoh] 'cop' (short for der Schutzpoliziſt,–en,–en [SHUTS-pohlihtsist] 'protection policeman')

ſelbſtverſtändlich [ZELPST-fer-SHTENT-lich] 'self-understandable, obvious' ſollten (ich ſollte) [ZOLLten] 'should, ought to'; ich hätte . . . ſollen 'I should have, ought to have'

ſteuern [SHTOIern] 'steer'

das Steuerrad,–er [SHTOIer-raht, -rehder] 'steering wheel'

der Tank,–s [TANGK] 'tank (container; armored vehicle)'; tanken 'get gasoline'

die Tankſtelle,–n [TANGK-shtelle] 'gas station'

die Taxe,–n [TAKse] (*or* das Taxi,–s [TAKsih]) 'taxi'

treten (er tritt, trat, iſt getreten) [TREHten, TRITT, TRAHT, ge-TREHten] 'step'

überholen [ühber-HOHlen] 'overtake, pass'

der Unfall,–e [UNN-fall, -felle] 'accident'

verboten [fer-BOHten] 'forbidden, prohibited'

verhaften [fer-HAFten] 'arrest'

der Verkehr [fer-KEHR] 'traffic'

die Verkehrsampel,–n [fer-KEHRSS-ampel] 'traffic light'

verſichern [fer-ZICHern] 'insure'; die Verſicherung,–en 'insurance'

die Vorſicht [FOHR-zicht] 'caution'; Vorſicht! 'be careful!'

warten [VARten] 'wait'; ich warte auf ihn 'I wait for him'

UNIT 20

SPORTS

SECTION A—BASIC SENTENCES

	Meyer	
The weather's much too nice for working today.	Das Wetter iſt heute viel zu ſchön zum Arbeiten.	
	Schmidt (to Meyer)	
were	wäre	[VEHre]
rich	reich	[RAICH]
Yes. I wish(ed) I were as rich as Keller.	Ja. Ich wollte, ich wäre ſo reich wie Keller.	
would	würde	[VÜRde]
the tennis	das Tennis	[TENNis]
the club	der Klub	[KLUPP]
Then I'd invite you to my tennis club this afternoon.	Dann würde ich Sie heute nachmittag zu meinem Tennisklub einladen.	
	Meyer (to Schmidt)	
If I had as much money as Keller,	Wenn ich ſoviel Geld wie Keller hätte,	
the country	das Land	[LANT]
I'd drive you out into the country in my car.	würde ich Sie in meinem Wagen aufs Land hinausfahren.	

poor	arm	[ARM]
such	ſolch	[ZOLCH]
But we poor people can't afford such things.	Aber wir armen Leute können uns ſolche Sachen nicht leiſten.	
	Keller	
the millionaire	der Millionär	[millyohNEHR]
You talk as if I were [a] millionaire!	Sie reden ja, als ob ich Millionär wäre!	
Well OK!	Alſo gut!	
What'll it be?	Was ſoll's denn ſein?	
Tennis or driving to the country?	Tennis oder aufs Land fahren?	
	Meyer	
I suggest	ich ſchlage . . . vor	
the lake	der See	[ZEH]
I suggest that we go to the lake.	Ich ſchlage vor, daß wir an den See fahren.	
	Schmidt	
the idea	die Idee	[ihDEH]
An excellent idea!	Eine ausgezeichnete Idee!	
In Keller's car, of course.	In Kellers Wagen, natürlich.	
the bathing-suit	der Badeanzug	[BAHde-ann-tsuhk]
the bath-towel	das Badetuch	[BAHde-tuhkh]
bum ('pump')	pumpen	[PUMpen]
Who can I bum (me) a bathing suit and a bath towel from?	Von wem kann ich mir einen Badeanzug und ein Badetuch pumpen?	

	(At the lake)	
	Meyer	
the while	die Weile	[VAIle]
the beach	der Strand	[SHTRANT]
I'm going to lie down ('lay myself') on the beach first [for] a while.	Ich lege mich erſt eine Weile an den Strand.	
	Keller	
I watch out	ich paſſe . . . auf	[PASSe]
burn	verbrennen	[fer-BRENNen]
Watch out that you don't burn!	Paſſen Sie auf, daß Sie nicht verbrennen!	
the sun	die Sonne	[ZONNe]
shine	ſcheinen	[SHAInen]
strong	ſtark	[SHTARK]
The sun's shining very strongly today.	Die Sonne ſcheint ſehr ſtark heute.	
	Schmidt	
Wait a second—	Warten Sie mal—	
row	rudern	[RUHdern]
the boat	das Boot	[BOHT]
Who's that in that rowboat out there?	Wer iſt denn das in dem Ruderboot da draußen?	
Isn't that Miss Lehmann?	Iſt das nicht Fräulein Lehmann?	
	Keller	
swim	ſchwimmen	[SHVIMMen]
the bet	die Wette	[VETTe]
You bet! Let's go! We'll race ('we swim for the bet')!	Allerdings! Los! Wir ſchwimmen um die Wette!	

	(They swim out to the boat.)	
	Miss Lehmann	
oops!	hoppla!	[HOPPlah]
I tip over	ich kippe . . . um	[KIPPe]
Oops! Don't tip the boat over!	Hoppla! Kippen Sie das Boot nicht um!	
close	knapp	[KNAPP]
won (part. of gewinnen*)*	gewonnen	[ge-VONNen]
It was pretty close, but I think you won, Mr. Meyer.	Es war recht knapp, aber ich glaube, Sie haben gewonnen, Herr Meyer.	
	Keller	
Gee, Meyer! You can really swim well!	Donnerwetter, Meyer! Sie können aber wirklich gut ſchwimmen!	
Where'd you learn it?	Wo haben Sie das gelernt?	
	Meyer	
the member	das Mitglied	[MITT-gliht]
the team	die Mannſchaft	[MANN-shaft]
I was [a] member of the swimming team at my university.	Ich war Mitglied der Schwimmannſchaft auf meiner Univerſität.	
the student	der Student	[shtuhDENT]
the sport	der Sport	[SHPORT]
carry on, do	treiben	[TRAIben]
In America all students have to take some sort of sport.	In Amerika müſſen alle Studenten irgendeinen Sport treiben.	

	Schmidt	
various	verſchieden	[fer-SHIHden]
against	gegen	[GEHgen]
one-another	einander	[ainANder]
I've heard that in America the teams of the various universities play against each other.	Ich habe gehört, daß in Amerika die Mannſchaften der verſchiedenen Univerſitäten gegeneinander ſpielen.	
it's right	es ſtimmt	[SHTIMMT]
Is that right?	Stimmt das?	
	Meyer	
Yes. Isn't it that way ('so') here too?	Ja. Iſt das hier nicht auch ſo?	
	Schmidt	
for example	zum Beiſpiel	[BAI-shpihl]
the soccer ('foot-ball')	der Fußball	[FUHSS-ball]
No. We have athletic ('sport') clubs, like ('as') for example tennis and soccer clubs,	Nein. Wir haben Sportklubs, wie z. B. (zum Beiſpiel) Tennis- und Fußballklubs,	
but the universities don't have any teams.	aber die Univerſitäten haben keine Mannſchaften.	

* * *

Max Schmeling	Max Schmeling	[MAKS SHMEHling]
fight	kämpfen	[KEMPfen]
Schmeling fights against Louis;	Schmeling kämpft gegen Louis;	
the round	die Runde	[RUNde]
K. O.	k. o.	[kah-OH]
Max gets knocked out ('becomes beaten K. O.') in the first round.	Max wird in der erſten Runde k. o. geſchlagen.	

box	boxen	[BOKsen]
wrestle	ringen	[RINGen]
the match, fight	der Kampf,-̈e	[KAMPF, KEMPfe]
the basketball	der Korbball	[KORP-ball]
the handball	der Handball	[HANT-ball]
the game	das Spiel,-e	[SHPIHL]
do gymnastics	turnen	[TURnen]
the gymnasium	die Turnhalle,-n	[TURN-halle]

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study

A. THE UNREAL OF haben, ſein, AND werden

Ich wollte, ich **hätte** ſoviel Geld wie Keller.	I wish I had as much money as Keller.
Ich wollte, ich **wäre** ſo reich wie Keller.	I wish I were as rich as Keller.
Sie reden ja, als ob ich eine Million Mark **hätte.**	Why you're talking as if I had a million marks.
Sie reden ja, als ob ich Millionär **wäre.**	Why you're talking as if I were a millionaire.
Wenn ich einen Wagen **hätte, würde** ich Sie aufs Land hinausfahren.	If I had an auto, I'd drive you out into the country.
Wenn ich Mitglied eines Tennisklubs **wäre, würde** ich Sie heute nachmittag zum Tennisſpielen einladen.	If I were a member of a tennis club, I'd invite you to play tennis this afternoon.
Wenn er das Buch **hätte, würde** er es Ihnen ſicher leihen.	If he had the book, he'd certainly lend it to you.
Wenn er hier **wäre, würde** er es uns erklären.	If he were here he'd explain it to us.
Was **würden** Sie machen, wenn Sie Kellers Geld **hätten?**	What would you do if you had Keller's money?
Was **würden** Sie kaufen, wenn Sie ſo reich wie Keller **wären?**	What would you buy if you were as rich as Keller?

Summary					
	ich	**hätte**	wäre	würde	Endings: -e
	er, es, ſie	hätte	wäre	würde	-e
	wir, ſie, Sie	hätten	wären	würden	-en

German verbs have a special form, called the UNREAL, which indicates that the statement made is not true (compare English *if I were*, etc.). Notice how this unreal is made:

Verb	*Past*		*Unreal*		*Formation of the unreal*
haben	hatte	[HATTe]	hätte	[HETTe]	To make the unreal, take the past and add umlaut and (if necessary) endings.
ſein	war	[VAHR]	wäre	[VEHre]	
werden	wurde	[VURde]	würde	[VÜRde]	

B. 'LIE' AND 'LIE DOWN'

Er liegt am Strand.	He is lying on the beach.
Er legt ſich hin.	He lies down ('lays himself to-there').
Er legt ſich an den Strand.	He lies down ('lays himself') on the beach.

Notice how similar this is to er ſitzt 'he is sitting' and er ſetzt ſich hin 'he sits down' (see Unit 4, Word Study D).

C. THE WORD einander

Wir haben **einander** ſchon lange nicht mehr geſehen.	We haven't seen each other for a long time (any more).
Wir geben **einander** immer Bücher zum Geburtstag.	We always give each other books for our birthdays.
Sie ſprechen nicht mehr **miteinander**.	They're not speaking with each other any more.
Fiſchers und Kellers wohnen **nebeneinander** in der Königſtraße.	The Fischers and the Kellers live next to each other on König St.
In Amerika ſpielen die Mannſchaften der verſchiedenen Univerſitäten **gegeneinander**.	In America the teams of the various universities play against each other.

Notice how this word is always written together with a preceding preposition.

D. MAKING NEW WORDS

der Kampf,-̈e [KAMPF, KEMPfe] 'fight':
  kämpfen [KEMPfen] 'fight'; der Kämpfer,– [KEMPfer] 'fighter'
  der Boxkampf,-̈e [BOKS-kampf] 'boxing match' (boxen 'box')
  der Ringkampf,-̈e [RING-kampf] 'wrestling match' (ringen 'wrestle')
  der Wettkampf,-̈e [VETT-kampf] 'match, contest' (wetten 'bet')

das Spiel,-e [SHPIHL] 'game, play':
  ſpielen [SHPIHlen] 'play'; der Spieler,– [SHPIHler] 'player'
  das Fußballſpiel,-e [FUHSS-ball-shpihl] 'soccer game' (der Fußball,-̈e 'soccer')
  das Tennisſpiel,-e [TENNis-shpihl] 'tennis game' (das Tennis 'tennis')
  das Wettſpiel,-e [VETT-shpihl] 'match, contest' (wetten 'bet')

der Ball,-̈e [BALL, BELLe] 'ball':
  der Fußball,-̈e [FUHSS-ball] 'soccer, soccer ball' (der Fuß,-̈e 'foot')
  der Handball,-̈e [HANT-ball] 'handball' (die Hand,-̈e 'hand')
  der Korbball,-̈e [KORP-ball] 'basketball' (der Korb,-̈e 'basket')

das Tuch,-̈er [TUHKH, TÜHcher] '(piece of) cloth':
  das Badetuch,-̈er [BAHde-tuhkh] 'bath towel' (baden 'bathe, take a bath')
  das Handtuch,-̈er [HANT-tuhkh] '(hand) towel' (die Hand,-̈e 'hand')
  das Taſchentuch,-̈er [TASHen-tuhkh] 'handkerchief' (die Taſche,-n 'pocket')

laufen (er läuft, lief, iſt gelaufen) 'run':
  der Lauf,-̈e [LAUF, LOIfe] 'course, run'; der Läufer,– [LOIfer] 'runner'
  der Wettlauf,-̈e [VETT-lauf] '(running) race' (wetten 'bet')
  der Hundertmeterlauf,-̈e [HUNdert-MEHter-lauf] 'hundred meter dash' (das *or* der Meter,– 'meter')

ſchlagen (er ſchlägt, ſchlug, geſchlagen) 'hit, strike, beat':
  der Schlag,-̈e [SHLAHK, SHLEHge] 'blow'; der Schläger,– [SHLEHger] '(tennis, etc.) racket'

turnen [TURnen] 'do gymnastics':
die Turnhalle, -n [TURN-halle] 'gymnasium' (die Halle, -n 'large open room')

2. Covering English and German of Word Study

Give the English equivalents of all German expressions in the *Word Study* and the German for all the English. This is individual study.

3. Review of Basic Sentences

Further oral practice with the first part of the *Basic Sentences*.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Further oral practice with the second part of the *Basic Sentences*.

2. Covering the English of Basic Sentences

Check your knowledge of the meaning of all words and phrases in the *Basic Sentences*. This is individual study.

3. What Would You Say?

Answer the following questions based on the story told in the *Basic Sentences*. Practice the questions and answers out loud until you know them thoroughly.

1. Was würde Schmidt machen, wenn er ſo reich wie Keller wäre?
2. Was würde Meyer machen?
3. Was ſchlägt Meyer vor?
4. Was pumpt ſich Schmidt?
5. Wohin legt ſich Meyer?
6. Warum muß er aufpaſſen?
7. Wen ſieht Schmidt draußen auf dem See?
8. Was macht ſie?
9. Was tun die drei jungen Männer?
10. Wer iſt am ſchnellſten geſchwommen?
11. Warum kann er ſo gut ſchwimmen?
12. Was müſſen alle Studenten in Amerika tun?
13. Was tun die Mannſchaften der verſchiedenen Univerſitäten?
14. Welche Mannſchaften ſpielen gegeneinander in Deutſchland?
15. Erzählen Sie von dem Boxkampf zwiſchen Max Schmeling und Joe Louis!

Translate the following sentences into German.

16. I wish I had as much money as Rockefeller.
17. If we had some gas, we could drive out to the lake.
18. What would you do if it were summer now?
19. If you go to the post office, would you please buy me some stamps?
20. I'd buy the other coat if it only weren't so expensive.
21. He talks as if he were a millionaire.
22. I wish Miss Lehmann were here.
23. If the weather were better we could go on ('make') a picnic.
24. What would you do with the money if you had it?
25. I wish it were winter and I could go skiing.

SECTION D—LISTENING IN

1. What Did You Say?

With other members of the group give orally your responses to the previous exercise as the Leader calls for them.

2. Word Study Check-up

Give the German for all English equivalents in the *Word Study* as the Leader calls for it.

3. Listening In

1. Fischer (F.) invites Meyer (M.) to a soccer game, and tells him about German sports.

F: Ich habe zwei Karten für das Fußballſpiel Berlin-München morgen nachmittag.
Möchten Sie gern hingehen?

M: Ja, ſehr gerne.
Ich habe noch nie ein deutſches Fußballſpiel geſehen.
Ich weiß überhaupt ſehr wenig von deutſchem Sport.
Was ſpielt man denn hier am meiſten?

F: Gerade jetzt im Frühjahr ſpielt man ſehr viel Fußball.
Dann gibt es verſchiedene Sommerſporte,
wie z. B. Schwimmen und Rudern und Tennis.
Im Winter lauſen viele Leute Schi.
Aber ich glaube, wir treiben nicht ſo viel Sport wie Sie in Amerika.

M: Es iſt ſchade, daß die deutſchen Univerſitäten keine Sportmannſchaften haben.

F: Ich glaube, die Studenten würden keine Zeit dafür haben.
Aber wir haben natürlich unſere Sportklubs.
Ich bin z. B. Mitglied in einem Tennisklub
und ſpiele im Sommer drei- oder viermal die Woche.

M: Spielen Sie auch Fußball?
F: Nein, ich ſehe mir die Spiele nur an.
Übrigens glaube ich, daß das Spiel morgen ſehr intereſſant ſein wird.
Die beiden Mannſchaften haben ſchon zweimal gegeneinander geſpielt,
und jede hat einmal gewonnen.
M: Wann fängt das Spiel an?
F: Um drei Uhr.
Ich werde Sie um halb drei im Auto abholen.

2. König and Schneider are lying on the beach, talking of this and that.

K: Kinder, ſcheint die Sonne aber ſchön heute!
Sollen wir jetzt ins Waſſer gehen?

S: Nein, es iſt doch viel ſchöner, hier am Strand zu liegen.
Ich möchte gern ſchön braun werden.

K: Sie werden nicht braun werden;
Sie werden nur verbrennen.

S: Sagen Sie mal, König—
Was würden Sie machen, wenn Sie eine Million Mark hätten?

K: Ach was! Ich bin doch kein Millionär!

S: Ja, aber wenn Sie Millionär wären,
was würden Sie mit all dem Geld machen?

K: Ach, ich würde mir wahrſcheinlich ein kleines Haus kaufen,
und hinter dem Haus würde ich einen kleinen Garten haben—

S: Ja, und dann würden Sie Fräulein Lehmann heiraten
und zwanzig Kinder haben.

K: Paſſen Sie auf, Schneider!
Sie ſprechen von meiner Verlobten!

S: Wiſſen Sie, was ich machen würde?
Ich würde mir ein Auto kaufen,
einen Sportwagen natürlich.
Und dann würde ich mir jeden Tag ein Fußball- oder ein Korbballſpiel anſehen.
Übrigens, haben Sie das Korbballſpiel geſtern abend geſehen?

K: Nein. Wer hat denn gewonnen?

S: Wir, natürlich.
Wir haben ſie 32 zu 30 geſchlagen.
Aber es war ſehr knapp.
Die letzten zwei Punkte haben wir erſt in der letzten halben Minute gekriegt.

3. Keller tells Fischer how Meyer took a beating.

F: Haben Sie Meyer heute geſehen?
K: Nein, aber ich habe mit ihm am Telephon geſprochen.
Er liegt im Bett.
F: Wieſo denn? Was iſt mit ihm los?
Hat er ſich erkältet?
K: Haben Sie nicht gehört, was ihm paſſiert iſt?

F: Nein, ich habe ihn ſeit drei oder vier Tagen nicht geſehen.
K: Na, dann hätten Sie geſtern nachmittag in der Turnhalle ſein ſollen.
Sie wiſſen ja, daß er ſehr viel Sport treibt.
F: Ja, wie all dieſe Amerikaner.
Er war Mitglied der Fußballmannſchaft auf ſeiner Univerſität, nicht wahr?
K: Ja.
Alſo geſtern nachmittag wollte er uns zeigen, wie gut er boxen kann.
Ich habe alſo vorgeſchlagen, daß er mit Schmidt boxen ſollte.
F: Ach du lieber Himmel!
Schmidt iſt ja der beſte Boxer im ganzen Sportklub.
K: Ja, aber das hat Meyer natürlich nicht gewußt.
Ich ſchlug alſo vor, daß ſie fünf Runden boxen ſollten.
In den erſten zwei Runden ging es ſehr gut.
Meyer iſt an ſich ein recht guter Boxer, und ſehr ſtark.
In der dritten Runde fing er aber an, müde zu werden,
und in der vierten hat ihn Schmidt k. o. geſchlagen.
F: Was?! Wirklich k. o. geſchlagen?
Ach, der arme Meyer!
Hoffentlich geht es ihm morgen beſſer!

SECTION E—CONVERSATION

1. Covering the German of Basic Sentences

With the German covered, practice until you can speak the German for each English sentence without hesitation. This is individual study.

2. Vocabulary Check-up

Give the German for all the English sentences in the *Basic Sentences* as the Leader calls for it.

3. Conversation

Suggested Topics:

1. You and a friend discuss what each of you would do if you had a lot of money. He's all in favor of a quiet, home-loving life: little white house, wife, children, etc.; you want to go places and do things: athletic games, movies, theaters, drink champagne every evening, etc.
2. You tell a German about sports at an American university, and during what seasons the various sports are played (use the English words for football and baseball; these two sports are unknown in Europe). The German tells you about skiing, rowing, swimming, soccer games, and the German sport clubs.

3. You tell a friend about a boxing match you saw last night (who boxed against whom, who won and how, how many rounds, etc.); he tells you about a basketball game he has just seen (who played against whom, what the score was, whether it was interesting, etc.).
4. Tell someone about yesterday afternoon at the lake (how you got there, what the weather was like, whether the water was warm or cold, how you rented a rowboat, etc.).
5. Brag about a friend of yours who is a wonderful boxer, wrestler, swimmer, tennis player, etc. Invent some good stories about what he has done.

SECTION F—CONVERSATION (*Cont.*)

Continue conversation. Additional check-up if necessary.

FINDER LIST

arm (¨) [ARM, ERmer, ERMST-] 'poor'

der Badeanzug, ¨e [BAHde-ann-tsuhk, -tsühge] 'bathing suit'

das Badetuch, ¨er [BAHde-tuhkh, -tühcher] 'bath towel'

das Beiſpiel, –e [BAI-shpihl] 'example'; z. B. (= zum Beiſpiel) 'for example'

das Boot, –e [BOHT] 'boat'

boxen [BOKsen] 'box'

einander [ainANder] 'one another, each other'; written together with a preceding preposition: gegeneinander, miteinander, etc.

der Fußball, ¨e [FUHSS-ball, -belle] 'soccer, soccer ball'

gegen [GEHgen] (plus form 2) 'against'

gewinnen (gewann, gewonnen) [ge-VINNen, ge-VANN, ge-VONNen] 'win'

der Handball, ¨e [HANT-ball, -belle] 'handball'

hoppla [HOPPlah] 'oops!'

die Idee, –n [ihDEH, *pl.* ihDEHen] 'idea'

der Kampf, ¨e [KAMPF, KEMPfe] 'fight, match'; kämpfen [KEMPfen] 'fight'

kippen [KIPPen] 'tip'; ich kippe . . . um (bin umgekippt) 'I tip over'

der Klub,–s [KLUPP] 'club'

knapp [KNAPP] 'close, barely sufficient, scarce'

der K. o.,–s [kah-OH] 'K. O.' (short for der Knockout,–s [NOCK-aut] 'knockout'); ich ſchlage ihn k. o. 'I knock him out'

der Korbball,⸗e [KORP-ball, -belle] 'basketball'

das Land,⸗er [LANT, LENder] 'country, land'; aufs Land 'to the country'; auf dem Land 'at, in the country'

die Mannſchaft,–en [MANN-shaft] 'team, crew (of a boat)'

der Millionär,–e [millyohNEHR] 'millionaire'

das Mitglied,–er [MITT-gliht] 'member'

paſſen [PASSen]: ich paſſe . . . auf 'I watch out, pay attention'

pumpen [PUMpen] 'bum (something from someone)'

reich [RAICH] 'rich'

ringen (rang, gerungen) [RINGen, RANG, ge-RUNGen] 'wrestle, struggle'

rudern (iſt gerudert) [RUHdern] 'row'

das Ruderboot,–e [RUHder-boht] 'rowboat'

die Runde,–n [RUNde] 'round'

ſcheinen (ſchien, geſchienen) [SHAInen, SHIHN, ge-SHIHnen] 'shine, seem'

ſchlagen: ich ſchlage . . . vor 'I suggest'

Schmeling: Max Schmeling [MAKS SHMEHling] 'Max Schmeling' (German boxer)

die Schwimmannſchaft,–en [SHVIMM-mann-shaft] 'swimming team'

ſchwimmen (ſchwamm, iſt geſchwommen) [SHVIMMen, SHVAMM, ge-SHVOMMen] 'swim'

der See,–n [ZEH, *pl.* ZEHen] 'lake'

ſolch [ZOLCH] 'such'

die Sonne,–n [ZONNe] 'sun'

das Spiel,–e [SHPIHL] 'game'

der Sport,–e [SHPORT] 'sport'

ſtark (⸗) [SHTARK, SHTERker, SHTERKST-] 'strong'

ſtimmen [SHTIMMen]: es ſtimmt 'it's right, correct'

der Strand,⸗e [SHTRANT] 'beach, seashore'

der Student,–en,–en [shtuhDENT] 'student'

das Tennis [TENNis] 'tennis'

der Tennisklub,–s [TENNis-klupp] 'tennis club' (social equivalent of an American country club)

treiben (trieb, getrieben) [TRAIben, TRIHP, ge-TRIHben] 'carry on, do, be engaged in'

turnen [TURnen] 'do gymnastics'

die Turnhalle,–n [TURN-halle] 'gymnasium'

verbrennen (verbrannte, iſt verbrannt) [fer-BRENNen, fer-BRANNte, fer-BRANNT] 'burn, burn up'

verſchieden [fer-SHIHden] 'various, different'

die Weile,–n [VAIle] 'while'

die Wette,–n [VETTe] 'bet'; ich lauſe um die Wette 'I race (running)'; ich ſchwimme um die Wette 'I race (swimming)'; etc.

UNIT 21

LAYING IN SUPPLIES

SECTION A—BASIC SENTENCES

	Hans	
the end	das Ende	[ENde]
the bicycle trip ('wheel-tour')	die Radtour	[RAHT-tuhr]
How would it be ('how were it') if we took ('made') a little bicycle trip next week end?	Wie wäre es, wenn wir nächſtes Wochenende eine kleine Radtour machten?	
the desire	die Luſt	[LUST]
the Spree Forest	der Spreewald	[SHPREH-valt]
bicycle	radeln	[RAHdeln]
Would you feel like ('had you desire') bicycling to the Spree Forest?	Hätten Sie Luſt, nach dem Spreewald zu radeln?	
	Fritz	
Yes, that would be ('were') a very good idea.	Ja, das wäre eine ſehr gute Idee.	
far	weit	[VAIT]
An uncle of mine lives not very far from there,	Ein Onkel von mir wohnt nicht ſehr weit von dort,	
stay-overnight	übernachten	[ühber-NAKHten]
and we could probably spend the night at his house.	und wir könnten wahrſcheinlich bei ihm übernachten.	

	Hans	
in the open ('in the free')	im Freien	[FRAIen]
Wouldn't it be ('make') more fun to sleep out (doors) in the open?	Würde es nicht mehr Spaß machen, draußen im Freien zu ſchlafen?	
	Fritz	
all sorts of things ('everything possible')	alles mögliche	[MÖHK-liche]
Yes, but then we'll have to buy all sorts of things, won't we? ('not?')	Ja, aber da werden wir alles mögliche kaufen müſſen, nicht?	
	Hans	
No, not such an awful lot.	Nein, doch nicht ſo furchtbar viel.	
the tent	das Zelt	[TSELT]
My brother will surely lend us his tent,	Mein Bruder leiht uns ſicher ſein Zelt,	
the cooking-pot	der Kochtopf	[KOKH-topf]
the frying-pan	die Bratpfanne	[BRAHT-pfanne]
the kitchen	die Küche	[KÜCHe]
and I can find a few pots and a frying pan in our kitchen.	und ein paar Kochtöpfe und eine Bratpfanne kann ich in unſerer Küche finden.	
the knapsack	der Ruckſack	[RUCK-zack]
Do you still ('always yet') have your old knapsack?	Haben Sie immer noch Ihren alten Ruckſack?	
	Fritz	
to-be-sure	zwar	[TSVAHR]
Yes. It's torn (to be sure),	Ja. Er iſt zwar kaputt,	

the safety pin ('safety-needle')	die Sicherheitsnadel	[ZICHer-haits-nahdel]
the string ('bind-thread')	der Bindfaden	[BINT-fahden]
I fix up ('make whole')	ich mache . . . heil	[HAIL]
but I can fix that up somehow or other with a safety pin or a piece of string.	aber das kann ich irgendwie mit einer Sicherheitsnadel oder einem Stück Bindfaden heilmachen.	
What else do we need?	Was brauchen wir ſonſt noch?	
	Hans	
I guess that's pretty much ('so rather') everything,	Ich glaube, das iſt ſo ziemlich alles,	
except (plus form 3)	außer	[AUsser]
the provisions	der Proviant	[prohVYANT]
except for the food, of course.	außer dem Proviant, natürlich.	
	Fritz	
the sandwich ('covered bread')	das belegte Brot	[be-LEHKte]
Shall we take along [some] sandwiches?	Sollen wir belegte Brote mitnehmen?	
	Hans	
self	ſelbſt	[ZELPST]
Aw ('oh what'), we can make them ourselves.	Ach was, die können wir ſelbſt machen.	
the bakery	die Bäckerei	[beckeRAI]
We can buy bread at the bakery	Brot können wir uns bei der Bäckerei kaufen	
the ham	der Schinken	[SHINGken]
the butcher	der Schlächter	[SHLECHter]
and sausage and ham at the butcher's.	und Wurſt und Schinken beim Schlächter.	

	Fritz	
groceries	Lebensmittel	[LEHbenss-mittel]
Fine, and I'll buy cheese and butter in the grocery store next door here.	Schön, und ich kaufe Käſe und Butter im Lebensmittelgeſchäft hier nebenan.	
the eighth	das Achtel	[AKHtel]
the pound	das Pfund	[PFUNT]
the person	die Perſon	[perZOHN]
An eighth [of a] pound of each per person, right? ('yes?')	Ein Achtel Pfund von jedem pro Perſon, ja?	
	Hans	
hard	hart	[HART]
boil, cook	kochen	[KOKHen]
the egg	das Ei	[AI]
We've got to have [some] hard-boiled eggs, too.	Hartgekochte Eier müſſen wir auch haben.	
	Fritz	
I'll ask my landlady to boil a half [a] dozen for us.	Ich werde meine Wirtin bitten, ein halbes Dutzend für uns zu kochen.	

(After the first night on the trip, they wake up in a pouring rain.)

	Fritz	
Good Lord! What weather ('is that a weather')!	Um Gottes willen! Iſt das ein Wetter!	
It would have been ('were been') better after all, if we had gone to my uncle's!	Es wäre doch beſſer geweſen, wenn wir zu meinem Onkel gegangen wären!	
Hans, was it your idea to sleep out in the open?	Hans, war das Ihre Idee, draußen im Freien zu ſchlafen?	

	Hans	
What ('so a') tough luck!	So ein Pech!	
If I'd known that it would rain,	Wenn ich gewußt hätte, daß es regnen würde,	
definite	beſtimmt	[be-SHTIMMT]
I definitely wouldn't have ('had not') suggested it.	hätte ich das beſtimmt nicht vorgeſchlagen.	
	Fritz	
Now the only question is ('now asks itself only') what can we do?	Jetzt fragt ſich nur, was wir machen können.	
	Hans	
the map ('land-card')	die Landkarte	[LANT-karte]
Gimme the map!	Geben Sie mal die Landkarte her!	
the village	das Dorf	[DORF]
near ('in the vicinity')	in der Nähe	[NEHe]
I think there's a little village near here	Ich glaube, hier in der Nähe liegt ein kleines Dorf,	
the inn	das Wirtshaus	[VIRTS-haus]
where we can find an inn.	wo wir ein Wirtshaus finden können.	
	Fritz	
Well let's go!	Alſo los!	
We'll bicycle there	Wir radeln hin	
apiece	je	[YEH]
the bottle	die Flaſche	[FLASHe]
the brandy	der Schnaps	[SHNAPS]
and order (us) a bottle of brandy apiece.	und beſtellen uns je eine Flaſche Schnaps.	
I get drunk	ich betrinke mich	[be-TRINGke]
In weather like this ('by that weather') the only thing you can do is get drunk!	Bei dem Wetter kann man ſich nur noch betrinken!	

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study

A. Wäre 'WOULD BE' AND hätte 'WOULD HAVE'

Wie **wäre** es, Wie **würde** es **ſein,**	wenn wir eine kleine Radtour machten?	How would it be if we took a little bicycle trip?
Hätten Sie Luſt, **Würden** Sie Luſt **haben,**	nach dem Spreewald zu radeln?	Would you feel like ('would you have desire') bicycling to the Spree Forest?
Das **wäre** eine ſehr gute Idee. Das **würde** eine ſehr gute Idee **ſein.**		That would be a very good idea.

Instead of würde . . . ſein 'would be' and würde . . . haben 'would have', German often says simply wäre and hätte.

B. UNREAL STATEMENTS ABOUT THE PAST

Es **wäre** beſſer **geweſen,** Es **würde** beſſer **geweſen ſein,**	wenn wir zu meinem Onkel **gegangen wären.**	It would have been better if we had gone to my uncle's.
Ich **hätte** das nicht **vorgeſchlagen,** Ich **würde** das nicht **vorgeſchlagen haben,**	wenn ich **gewußt hätte,** daß es regnen würde.	I wouldn't have suggested that, if I had known it would rain.

These sentences show how unreal statements are made about the past. Notice that here also, instead of würde . . . ſein and würde . . . haben, German often says simply wäre and hätte. (This is like the nursery rhyme about the three wise men of Gotham who went to sea in a bowl: "If the bowl had been stronger, my song *had been* longer," instead of ***would have been***.)

Here are some more sentences that show how unreal statements are made about the past:

Es hätte mehr Spaß gemacht, Es würde mehr Spaß gemacht haben,	wenn wir draußen im Freien geſchlafen hätten.	It would have been ('made') more fun if we had slept out in the open.

Wenn ich das Geld gehabt hätte,	wäre ich in die Oper gegangen. würde ich in die Oper gegangen ſein.	If I'd had the money, I'd have gone to the opera.
Meyer wäre auch mitgekommen, Meyer würde auch mitgekommen ſein,	wenn er nicht krank geweſen wäre.	Meyer would have come along too, if he hadn't been sick.
Hätten Sie das auch gemacht, Würden Sie das auch gemacht haben,	wenn Sie dort geweſen wären?	Would you have done that too, if you'd been there?
Der Unfall wäre nicht paſſiert, Der Unfall würde nicht paſſiert ſein,	wenn Sie gehupt hätten.	The accident wouldn't have happened, if you'd blown your horn.

C. FRACTIONS

Ordinals	
dritt–	'third'
viert–	'fourth'
fünft–	'fifth'
ſechſt–	'sixth'
etc.	

Fractions		
ein Drittel	[DRITTel]	'one third'
ein Viertel	[FIRRtel]	'one fourth, a quarter'
zwei Fünftel	[FÜNFtel]	'two fifths'
fünf Sechſtel	[ZEKStel]	'five sixths'
etc.		

Fractions (all das-words) are made by adding –el to the ordinal numbers. (Notice viert–, pronounced [FIHRT-], but das Viertel, pronounced [FIRRtel].) There is a special word for 'half': die Hälfte, –n [HELFte], as in die zweite Hälfte des Spiels 'the second half of the game'. More common is the adjective halb 'half': ein halbes Dutzend 'half a dozen'; eine halbe Stunde 'half an hour'; ich war nur einen halben Tag dort 'I was only there half a day', etc.

D. MAKING NEW WORDS

backen (er bäckt, backte *or* buk, gebacken) [BACKen, BECKT, BACKte *or* BUHK, ge-BACKen] 'bake'	der Bäcker,– [BECKer] 'baker'	die Bäckerei,–en [beckeRAI] 'bakery'

lachten [SHLAKHten] 'slaughter'	der Schlächter, [SHLECHter] 'butcher'	die Schlächterei, en [shlechteRAI] 'butcher's shop, meat market'
aſchen (er wäſcht, wuſch, gewaſchen) [VASHen, VESHT, VUHSH, ge-VASHen] 'wash'	die Wäſcherin, nen [VESHerinn] 'washerwoman, laundress'	die Wäſcherei,–en [vesheRAI] 'laundry'

chen [KOKHen] 'boil, cook':

der Koch,-̈e [KOKH, KÖCHe] '(man) cook'; die Köchin,–nen [KÖCHinn] '(woman) cook'; die Küche,–n [KÜCHe] 'kitchen'

der Kochtopf,-̈e [KOKH-topf, -töpfe] 'pot (for cooking)' (der Topf,-̈e 'pot')

das Kochbuch,-̈er [KOKH-buhkh, -bühcher] 'cook book' (das Buch,-̈er 'book')

aten (er brät, briet, gebraten) [BRAHten, BREHT, BRIHT, ge-BRAHten] 'fry, roast':

der Braten,– [BRAHten] 'roast (of meat)'

die Bratpfanne,–n [BRAHT-pfanne] 'frying pan' (die Pfanne,–n 'pan')

Bratkartoffeln [BRAHT-kartoffeln] 'fried potatoes' (die Kartoffel,–n 'potato')

s Haus,-̈er [HAUS, HOIzer] 'house':

das Wirtshaus,-̈er [VIRTS-haus] 'inn' (der Wirt,–e 'landlord, innkeeper')

das Gaſthaus,-̈er [GAST-haus] 'inn' (der Gaſt,-̈e 'guest')

Nadel,–n [NAHdel] 'needle':

die Sicherheitsnadel,–n [ZICHer-haits-nahdel] 'safety pin' (die Sicherheit,–en 'safety')

die Stecknadel,–n [SHTECK-nahdel] 'pin' (ſtecken 'stick')

Faden,-̈ [FAHden, FEHden] 'thread':

der Bindfaden,-̈ [BINT-fahden] 'string' (binden, band, gebunden 'tie')

bensmittel [LEHbenss-mittel] 'groceries' = das Leben,– [LEHben] 'life' + das Mittel,– [MITTel] 'means'

2. Covering English and German of Word Study

Give the English equivalents of all German expressions in the *Word Study* and the German for all the Englis This is individual study.

3. Review of Basic Sentences

Further oral practice with the first part of the *Basic Sentences*.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Further oral practice with the second part of the *Basic Sentences*.

2. Covering the English of Basic Sentences

Check your knowledge of the meaning of all words and phrases in the *Basic Sentences*. This is individual stud

3. What Would You Say?

Answer the following questions based on the story told in the *Basic Sentences*. Practice the questions and answe out loud until you know them thoroughly.

1. Was hat Hans für das nächſte Wochenende vorgeſchlagen?
2. Wo wollte er hinfahren?
3. Bei wem wollte Fritz übernachten?
4. Wo wohnte dieſer Mann?
5. Was wollte Hans lieber machen?
6. Von wem haben ſie ſich ein Zelt geliehen?
7. Was hat Hans von der Küche genommen?
8. Womit hat Fritz ſeinen alten Ruckſack heilgemacht?
9. Was für Proviant haben ſie ſich gekauft?
10. Wo haben ſie das Brot gekauft? Das Fleiſch? Käſe u Butter?
11. Worum hat Fritz ſeine Wirtin gebeten?
12. Wie war das Wetter, als ſie am erſten Morgen aufwachten
13. Was hat Hans auf der Landkarte geſucht?
14. Wo ſind ſie dann hingegangen?
15. Was haben ſie dort gemacht?

Translate the following sentences into German.

16. I wish we had gone to your uncle's.
17. If it only hadn't rained!
18. It would have been ('made') more fun to sleep out in the open.
19. We would have had a better time ('would have amused ourselves better') if we'd stayed at home.
20. How would it be if we all went to the movies?
21. Would you feel like taking ('making') a bicycle trip to the Spree Forest?
22. I wish I had bought the other suit; it would have fitted me better.
23. He looked as though he hadn't slept for ('since') a week.
24. If I had known that the tank was almost empty, I would have bought some gas.
25. You should have pumped the tires up.

SECTION D—LISTENING IN

1. What Did You Say?

With other members of the group give orally your responses to the previous exercise as the Leader calls for them.

2. Word Study Check-up

Give the German for all English equivalents in the *Word Study* as the Leader calls for it.

3. Listening In

1. Paul (P.) calls up Fritz (F.) a couple of days after the bicycle trip.

P: Tag, Fritz, wie geht's?

F. Schlecht. Ich habe eine furchtbare Erkältung.

P: Ach, das iſt ja ſchade.
Wie haben Sie die denn gekriegt?

F: Habe ich Ihnen von der Radtour erzählt,
die ich mit Hans Müller machen wollte?

P: Ja. Ich wette, Sie haben viel Spaß gehabt.

F: Nein. Ich wollte, Hans hätte die Radtour nie vorgeſchlagen.

P: Wieſo denn? Was iſt paſſiert?

F: Als wir losfuhren, war das Wetter ſchön,
aber in der Nacht fing es an zu regnen,
und das Zelt, das wir hatten, war ganz kaputt.

P: Da hätten Sie ſich ein neues Zelt kaufen ſollen.

F: Wo? In dem kleinen Dorf in der Nähe?
Da gibt's nur Schnaps zu kaufen!

V: Hätten Sie nicht in einem Wirtshaus übernachten können?

F: Ja, gekonnt hätten wir ſchon,
wenn wir genug Geld gehabt hätten!

V: Es wäre wahrſcheinlich am beſten geweſen,
wenn Sie zu Hauſe geblieben wären.

F: Allerdings!
Meine nächſte Radtour mach' ich mit dem Zug!

2. Fritz Meyer (F.) goes to a department store to get supplies for a bicycle trip. (V = Verkäuferin)

V: Guten Tag, der Herr.
Womit kann ich Ihnen dienen?

F: Ich möchte gern einen Kochtopf und eine Bratpfanne haben.

V: Wollen Sie heiraten?

F: Nein, ganz ſo weit iſt es noch nicht.
Ich will nur mit einem Freund eine Radtour machen,
und wir wollen ſelbſt kochen.

V: Da brauchen Sie ſicher auch ein paar Meſſer, Gabeln und Löffel.

F: Nein, die haben wir ſchon.
Aber ich brauche einen Ruckſack.

V: Den bekommen Sie hier unten im Parterre.

F: Vielen Dank.
Sagen Sie mal, Fräulein,
kann man hier in dieſem Warenhaus auch Lebensmittel kaufen?

V: Ja, Lebensmittel ſind im zweiten Stock.
Da können Sie alles bekommen, was Sie brauchen.
Die Treppe iſt dort gerade aus.

F: Vielen Dank, Fräulein.

V: Bitte ſchön.
Und viel Vergnügen auf Ihrer Radtour!

3. Mrs. Meyer (M.) calls up Mrs. Lehmann (L.) on the telephone.

L: Hier Frau Lehmann.

M: Frau Lehmann, hier iſt Frau Meyer.
Ich muß Ihnen von geſtern abend erzählen.

L: Was war denn los?

M: Alſo, es war etwa ſo um 6 Uhr,
und mein Mann und ich ſaßen im Wohnzimmer.
Gerade als ich Abendbrot machen wollte, klingelte es
Ich ging zur Tür und machte auf,
und da ſtanden Herr und Frau Schulze.

L: Ach du lieber Himmel!
Die kommen immer um die Zeit,
damit man ſie zum Abendbrot einlädt.

M: Sehr richtig.
Und wir hatten nicht genug für vier Perſonen zu eſſen im Haus.
Ich habe dann meinen Mann ſchnell zum Lebensmittelgeſchäft geſchickt,
um noch ein bißchen Wurſt und Käſe und Butter zu kaufen.

L: Das iſt ja ſchrecklich,
wo Butter und Fleiſch doch jetzt ſo knapp ſind!
Und Schulzes eſſen beide ſo viel!

M: Ja, leider.
Und nach dem Eſſen hat Herr Schulze auch noch meinen beſten Stuhl kaputt gemacht.

L: Auch das noch!
Hat er ihn wenigſtens wieder heilgemacht?

M: Er hat es ſchon mit einem Stück Bindfaden verſucht,
aber es ging natürlich nicht.

L: Schulzes ſind ſchreckliche Leute.
Wenn man nur ein Dienſtmädchen hätte;
die könnte dann ſagen,
daß man nicht zu Hauſe iſt.

SECTION E—CONVERSATION

1. Covering the German of Basic Sentences

With the German covered, practice until you can speak the German for each English sentence without hesitation. This is individual study.

2. Vocabulary Check-up

Give the German for all English equivalents in the *Basic Sentences* as the Leader calls for it.

3. Conversation

Suggested Topics:

1. Two of you discuss what you would have done if you had been Hans and Fritz on their bicycle trip. You would have bought a new tent, would have taken along more money, would have spent the night in an inn, would have gone to Fritz' uncle's house, etc.
2. You and a friend are going to take a bicycle trip. Discuss where you'll go, where you can stay overnight, and the supplies you'll need.
3. After you have come back from the trip, you and your friend tell a third person all about what you did.

4. You and some friends are going on a picnic to a lake. Discuss the eats and other supplies you'll need.

5. Mrs. Schulze and Mrs. Müller discuss the good and bad points of the stores where they buy food

SECTION F— CONVERSATION (*Cont.*)

Continue conversation. Additional check-up if necessary.

FINDER LIST

außer [AUsser] (plus form 3) 'except, except for'

backen (er bäckt, backte *or* buk, gebacken) [BACKen, BECKT, BACKte *or* BUHK, ge-BACKen] 'bake'; der Bäcker,– [BECKer] 'baker'; die Bäckerei,–en [beckeRAI] 'bakery'

belegen [be-LEHgen] 'cover (with something)'; ein belegtes Brot 'a sandwich' (piece of bread with cheese, ham, or sausage on it)

beſtimmt [be-SHTIMMT] 'definite'

betrinken (betrank, betrunken) [be-TRINGken, be-TRANGK, be-TRUNGken]: ich betrinke mich 'I get drunk'; betrunken 'drunk'

der Bindfaden,⸚ [BINT-fahden, -fehden] 'string'

die Bratpfanne,–n [BRAHT-pfanne] 'frying pan'

das Dorf,⸚er [DORF, DÖRfer] 'village'

das Ei,–er [AI] 'egg'

das Ende,–n [ENde] 'end'

die Flaſche,–n [FLASHe] 'bottle'

frei: das Freie 'the open'; im Freien 'in the open'

hart (⸚) [HART, HERter, HERtest-] 'hard' (opposite of *soft;* 'hard', opposite of *easy*, is ſchwer)

heil [HAIL] 'whole, sound, healed'; ich mache . . . heil 'I fix up, mend'

je [YEH] 'apiece'; wir brauchen je zwei Pfund 'we need two pounds apiece, two pounds each'

kochen [KOKHen] 'boil, cook'

der Kochtopf,⸚e [KOKH-topf, -töpfe] 'pot (for cooking)'

die Küche,–n [KÜCHe] 'kitchen'

die Landkarte,–n [LANT-karte] 'map (of a large area)'; contrast der Plan,⸚e 'map (of a small area)'

Lebensmittel [LEHbenss-mittel] 'groceries'; das Lebensmittelgeſchäft,–e [LEHbenss-mittel-ge-sheft] 'grocery store'

die Luſt,⸚e [LUST, LÜSte] 'desire; hätten Sie Luſt 'would you feel like'; ich habe keine Luſt 'I don't feel like it'

möglich [MÖHK-lich] 'possible'; alles mögliche 'all sorts of things'

die Nähe [NEHe] 'nearness, vicinity'; in der Nähe 'near, near-by'; in der Nähe vom Bahnhof 'near the station', etc.

die Perſon,–en [perZOHN] 'person'

das Pfund,–e [PFUNT] 'pound'; usually no ending in plural: zwei Pfund Butter 'two pound[s of] butter', etc. (American *pound* = 453.6 grams, German Pfund = 500 grams)

der Proviant,–e [prohVYANT] 'provisions (of food)'

radeln (iſt geradelt) [RAHdeln] 'bicycle, ride a bicycle'

die Radtour,–en [RAHT-tuhr] 'bicycle trip' (das Rad,⸚er short for das Fahrrad,⸚er 'bicycle')

der Ruckſack,⸚e [RUCK-zack, -zecke] 'knapsack'

der Schinken,– [SHINGken] 'ham'

ſchlachten [SHLAKHten] 'slaughter'; der Schlächter,– [SHLECHter] 'butcher'; die Schlächterei,–en [shlechteRAI] 'butcher's shop, meat market'

der Schnaps,⸚e [SHNAPS, SHNEPse] 'brandy'

ſelbſt [ZELPST] 'self'

die Sicherheitsnadel,–n [ZICHer-haits-nahdel] 'safety pin'

der Spreewald [SHPREH-valt] 'Spree Forest', picturesque forest some 50 miles southeast of Berlin, through which the river Spree (die Spree) flows in a great number of small streams and canals

übernachten [ühber-NAKHten] 'stay overnight, spend the night'

weit [VAIT] 'far'

das Wirtshaus,⸚er [VIRTS-haus, -hoizer] 'inn'

das Wochenende,–n [VOKHen-ende] 'week end'

das Zelt,–e [TSELT] 'tent'

zwar [TSVAHR] 'to be sure' (means that a *but* is coming)

UNIT 22

AT THE DOCTOR'S

SECTION A—BASIC SENTENCES

	Dr. Fischer	
How do you do, Mr. Schmidt, how are you?	Guten Tag, Herr Schmidt, wie geht es Ihnen?	
	Paul Schmidt	
Not very well, doctor.	Nicht ſehr gut, Herr Doktor.	
it hurts ('does woe')	es tut . . . weh	[VEH]
everywhere	überall	[ühber-ALL]
I hurt all over.	Es tut mir überall weh.	
	Dr. Fischer	
examine	unterſuchen	[unter-ZUHkhen]
Well, then we'll have to look you over.	Na, da werden wir Sie unterſuchen müſſen.	
the thermometer	das Thermometer	[termoh-MEHter]
the mouth	der Mund	[MUNT]
First, stick this thermometer into your mouth	Erſtens, ſtecken Sie dieſes Thermometer in den Mund,	
the temperature	die Temperatur	[temperahTUHR]
measure	meſſen	[MESSen]
so that we can take ('measure') your temperature.	damit wir Ihre Temperatur meſſen können.	

the pulse	der Puls	[PULSS]
feel	fühlen	[FÜHlen]
the blood	das Blut	[BLUHT]
I'll feel your pulse and measure your blood pressure.	Ich werde Ihren Puls fühlen und Ihren Blutdruck meſſen.	

(After taking pulse and blood pressure, the doctor looks at the thermometer.)

Paul Schmidt

the fever	das Fieber	[FIHber]
Do I have [a] fever, doctor?	Habe ich Fieber, Herr Doktor?	

Dr. Fischer

the comma	das Komma	[KOMMah]
37.5° ('thirty-seven comma five')	37,5° (ſiebenunddreißig Komma fünf).	
the degree	der Grad	[GRAHT]
normal	normal	[norMAHL]
That's only half a degree over normal.	Das iſt nur ein halber Grad über normal.	
the symptom	das Symptom	[zümpTOHM]
What other symptoms do you have ('what have you otherwise for symptoms')?	Was haben Sie ſonſt für Symptome?	
the nose	die Naſe	[NAHze]
Does your nose run?	Läuft Ihre Naſe?	
the head	der Kopf	[KOPF]
the neck	der Hals	[HALSS]
pains	Schmerzen	[SHMERtsen]
Do you have a headache or a sore throat ('head- or neck-pains')?	Haben Sie Kopf- oder Halsſchmerzen?	

the stomach	**der Magen**	[MAHgen]
the order	die Ordnung	[ORDnung]
Is your stomach in order?	Iſt Ihr Magen in Ordnung?	
	Paul Schmidt	
No, last night I had an awful stomach-ache ('awful stomach-pains').	Nein, geſtern abend hatte ich furchtbare Magenſchmerzen.	
	Dr. Fiſcher	
Hmm ('so so').	So ſo.	
the grippe	die Grippe	[GRIPPe]
Mr. Schmidt, I think you have [the] grippe.	Herr Schmidt, ich glaube, Sie haben Grippe.	
	Paul Schmidt	
thought (past of denken*)*	dachte	[DAKHte]
the lung	die Lunge	[LUNGe]
the inflammation	die Entzündung	[ent-TSÜNdung]
Oh, I thought-maybe I had pneumonia ('lung-inflammation').	Ach, ich dachte, ich hätte vielleicht Lungenentzündung.	
bad, serious	ſchlimm	[SHLIMM]
the case	der Fall	[FALL]
Is it a bad case, doctor?	Iſt es ein ſchlimmer Fall, Herr Doktor?	
	Dr. Fiſcher	
Why by no means!	Aber keineswegs!	[KAInes-VEHKS]
the prescription	das Rezept	[rehTSEPT]
I'll write you a prescription	Ich ſchreibe Ihnen ein Rezept,	

the druggist ('apothecary')	**der Apotheker**	[apohTEHker]
I fill out	ich fülle . . . aus	
that you can have filled out at the druggist's.	das Sie beim Apotheker ausfüllen laſſen können.	
the medicine	die Medizin	[mehdihTSIHN]
daily	täglich	[TEHK-lich]
If you take the medicine twice daily,	Wenn Sie die Medizin zweimal täglich nehmen	
well, healthy	geſund	[ge-ZUNT]
you'll be quite well again in three or four days.	ſind Sie in drei oder vier Tagen wieder ganz geſund.	
	Paul Schmidt	
Many thanks, doctor.	Vielen Dank, Herr Doktor.	
	Dr. Fischer	
the patient	der Patient	[pahTSYENT]
Incidentally, Mr. Schmidt, I think that you know a patient of mine.	Übrigens, Herr Schmidt, ich glaube, daß Sie einen Patienten von mir kennen.	
I remember ('remind myself of')	ich erinnere mich an	[er-INNere]
the technical sergeant (Inf. or Eng.)	der Feldwebel	[FELT-vehbel]
Do you remember ('do you remind yourself of') Sergeant Hans Lehmann?	Erinnern Sie ſich an Feldwebel Hans Lehmann?	
	Paul Schmidt	
the maneuver	das Manöver	[maNÖHver]
Why very well. We were together on maneuver[s].	Aber ſehr gut. Wir waren ja zuſammen auf Manöver.	

	Dr. Fischer	
He told me you were a good friend of his.	Er ſagte mir, Sie wären ein guter Freund von ihm.	
the hospital	das Krankenhaus	[KRANGken-haus]
He is ('lies') in the hospital now.	Er liegt jetzt im Krankenhaus.	
	Paul Schmidt	
Italian	italieniſch	[ihtahLYEHnish]
the front	die Front	[FRONT]
Good Lord! He was at the Italian front!	Um Gottes willen! Der war ja an der italieniſchen Front!	
wound	verwunden	[fer-VUNden]
Is he wounded?	Iſt er verwundet?	
	Dr. Fischer	
light, easy	leicht	[LAICHT]
Yes, but only very lightly.	Ja, aber nur ſehr leicht.	
the patrol	die Patrouille	[paTRULLye]
He told me he had been on patrol	Er erzählte mir, er wäre auf Patrouille geweſen	
the shot	der Schuß	[SHUSS]
the leg	das Bein	[BAIN]
and had gotten shot in the right leg ('and had thereby gotten a shot into the right leg').	und hätte dabei einen Schuß ins rechte Bein bekommen.	

the military hospital	das Lazarett	[lahtsahRETT]
flown (participle of fliegen*)*	geflogen	[ge-FLOHgen]
[He said] they had flown him immediately to the nearest hospital,	Man hätte ihn ſofort zum nächſten Lazarett geflogen,	
the wound	die Wunde	[VUNde]
heal	heilen	[HAIlen]
and after the wound had begun to heal,	und nachdem die Wunde angefangen hätte zu heilen	
to-here	hierher	[hihr-HEHR]
ship ('transport')	transportieren	[transs-porTIHren]
they had shipped him here.	hätte man ihn hierher transportiert.	
	Paul Schmidt	
How is he now?	Wie geht es ihm jetzt?	
	Dr. Fischer	
weak	ſchwach	[SHVAKH]
He still feels (himself) pretty weak,	Er fühlt ſich immer noch recht ſchwach,	
soon	bald	[BALT]
but he'll soon be quite well again.	aber er wird bald wieder ganz geſund ſein.	
	Paul Schmidt	
(The) poor Hans! He always has tough luck!	Der arme Hans! Der hat immer Pech!	
the arm	der Arm	[ARM]
broken (participle of brechen*)*	gebrochen	[ge-BROKHen]
On maneuver[s] he broke his arm.	Auf Manöver hat er ſich den Arm gebrochen.	

Dr. Fischer

the luck	das Glück	[GLÜCK]
Well, this time he was lucky ('had luck').	Na, diesmal hat er Glück gehabt.	
the bullet	die Kugel	[KUHgel]
kill	töten	[TÖHten]
That bullet could very easily have killed him.	Die Kugel hätte ihn doch ſehr leicht töten können.	

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study

A. THE UNREAL IN INDIRECT QUOTES

„Ich habe vielleicht Lungenentzündung."	"Maybe I have pneumonia."
Ich dachte, ich **hätte** vielleicht Lungenentzündung.	I thought maybe I **had** pneumonia.
„Er iſt ein guter Freund von mir."	"He's a good friend of mine."
Er ſagte, Sie **wären** ein guter Freund von ihm.	He said you **were** a good friend of his.
„Der Apotheker wird das Rezept ausfüllen."	"The druggist will fill out the prescription."
Er ſagte, der Apotheker **würde** das Rezept ausfüllen.	He said the druggist **would** fill out the prescription.

In each of these pairs of sentences, the first sentence is a DIRECT QUOTE, the second an INDIRECT QUOTE. In English we use the past in an indirect quote: *I thought I* **had**; *He said you* **were**; *He said the druggist* **would**, etc. In German you use the unreal: Ich dachte, ich **hätte**; Er ſagte, Sie **wären**; Er ſagte, der Apotheker **würde**, etc.

„Ich bin auf Patrouille geweſen." „Ich war auf Patrouille."	I was on patrol.
Er ſagte, er **wäre** auf Patrouille **geweſen**.	He said he **had been** on patrol.

„Ich habe einen Schuß ins Bein bekommen.“ „Ich bekam einen Schuß ins Bein.“	I got a shot in(to) the leg.
Er ſagte, er **hätte** einen Schuß ins Bein **bekommen.**	He said he **had gotten** a shot in(to) the leg.

These sentences show how indirect quotes are made when the original statement was in the perfect phrase or the past tense.

Ich dachte, **daß** ich vielleicht Lungenentzündung **hätte.**	I thought that I perhaps had pneumonia.
Er ſagte, **daß** er auf Patrouille **geweſen wäre.**	He said that he had been on patrol.

If the word daß is used, it makes a clause out of the indirect quote, and the verb of course comes at the end.

B. INDIRECT COMMANDS

„Gehen Sie zum Apotheker!“	"Go to the druggist's."
Ich ſagte ihm, er ſollte zum Apotheker gehen.	I told him to go to the druggist's.
„Nehmen Sie die Medizin zweimal täglich!“	"Take the medicine twice daily."
Er ſagte mir, ich ſollte die Medizin zweimal täglich nehmen.	He told me to take the medicine twice daily.

German has nothing to match English *I told him to go*, etc. Instead, it says literally: *I told him he should go*, etc.

C. 'REMEMBER'

Er erinnert mich an meinen Bruder.	He reminds me of my brother.
Erinnern Sie ſich an meinen Bruder?	Do you remember my brother?
Ich kann mich nicht an die Adreſſe erinnern.	I can't remember the address.
Wiſſen Sie noch, wie er heißt?	Do you remember ('know you yet') what his name is?
Das weiß ich nicht mehr.	I don't remember ('that know I not more').

The word erinnern means 'remind', but we would usually translate a phrase like ich erinnere mich an ihn as 'I remember him' (literally: 'I remind myself of him').

Notice that an is followed here by form 2. The word wiſſen 'know' is also used in some phrases where we would say *remember*.

D. MAKING NEW WORDS

der Tag, -e [TAHK]	'day'	täglich [TEHK-lich]	'daily'
die Natur, -en [nahTUHR]	'nature'	natürlich [nahTÜHR-lich]	'natural'
der Schreck, -e [SHRECK]	'fright'	ſchrecklich [SHRECK-lich]	'frightful'

From many nouns we can make adjectives by adding -lich. Usually the accented vowel of the noun is then umlauted, if this is possible (only a, o, u, and au can be umlauted).

ſtündlich [SHTÜNT-lich] 'hourly'
wöchentlich [VÖCHent-lich] 'weekly'
monatlich [MOHnatt-lich] 'monthly'
jährlich [YEHR-lich] 'yearly'
zeitlich [TSAIT-lich] 'temporal'
pünktlich [PÜNGKT-lich] 'punctual'

väterlich [FEHter-lich] 'fatherly'
mütterlich [MÜTTer-lich] 'motherly'
brüderlich [BRÜHder-lich] 'brotherly'
ſchweſterlich [SHVESter-lich] 'sisterly'
kindlich [KINT-lich] 'childlike'

Can you identify the nouns from which the following adjectives are made? (Irregularities: das Ende and der Name lose their final -e before the -lich; die Woche adds nt before the -lich.)

amtlich [AMT-lich] 'official'
endlich [ENT-lich] 'finally'
glücklich [GLÜCK-lich] 'happy'
mündlich [MÜNT-lich] 'oral'
nämlich [NEHM-lich] 'namely, you see'
ſportlich [SHPORT-lich] 'athletic'

männlich [MENN-lich] 'masculine'
perſönlich [perZÖHN-lich] 'personal'
göttlich [GÖTT lich] 'divine'
freundlich [FROINT-lich] 'friendly, kind'
königlich [KÖHnich-lich] 'royal'

Many adjectives in -lich can also be made from other adjectives, especially from the names of the colors:

blaülich [BLOI-lich] 'bluish'
bräunlich [BROIN-lich] 'brownish'
gräulich [GROI-lich] 'grayish'
grünlich [GRÜHN-lich] 'greenish'
rötlich [RÖHT-lich] 'reddish'
ſchwärzlich [SHVERTS-lich] 'blackish'

weißlich [VAISS-lich] 'whitish'
gänzlich [GENTS-lich] 'completely'
kränklich [KRENGK-lich] 'sickly'
neulich [NOI-lich] 'recently'
ſchwächlich [SHVECH-lich] 'weakly'
tötlich [TÖHT-lich] 'deadly'

krank (¨) [KRANGK, KRENGKer, KRENGKST-] 'sick':
die Krankheit, -en [KRANGK-hait] 'sickness'
das Krankenhaus, ¨er [KRANGken-haus] 'hospital' (das Haus, ¨er 'house')
die Krankenſchweſter, -n [KRANGken-shvester] 'nurse' (die Schweſter, -n 'sister')

2. Covering English and German of Word Study

Give the English equivalents of all German expressions in the *Word Study* and the German for all the English. This is individual study.

3. Review of Basic Sentences

Further oral practice with the first part of the *Basic Sentences*.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Further oral practice with the second part of the *Basic Sentences*.

2. Covering the English of Basic Sentences

Check your knowledge of the meaning of all words and phrases in the *Basic Sentences*. This is individual study.

3. What Would You Say?

Pretend that you are Paul Schmidt, and that you are telling a friend about your visit to Dr. Fischer's. Turn each of the following statements into an indirect quote, starting it off with Der Arzt ſagte mir, . . . Sample question: „Ich werde Sie unterſuchen müſſen." Sample answer: Der Arzt ſagte mir, er würde mich unterſuchen müſſen.

1. „Stecken Sie ein Thermometer in den Mund!"
2. „Ich werde Ihren Puls fühlen."
3. „Ihre Temperatur iſt 37,5°, aber Ihr Blutdruck iſt normal."
4. „Sie haben Grippe, aber es iſt kein ſchlimmer Fall."
5. „Gehen Sie zum Apotheker, und laſſen Sie dieſes Rezept ausfüllen."

Start each of the following with Der Arzt fragte mich, . . . Sample question: „Haben Sie Fieber?“ Sample answer: Der Arzt fragte mich, ob ich Fieber hätte.

6. „Haben Sie Kopf- oder Halsſchmerzen?“
7. „Iſt Ihr Magen in Ordnung?“
8. „Wo haben Sie Schmerzen?“
9. „Was haben Sie ſonſt für Symptome?“
10. „Was haben Sie heute gegeſſen?“

Translate the following into German:

11. The doctor asked me whether I had seen Hans Lehmann recently.
12. I said we had been together on maneuvers, but I hadn't seen him for ('since') almost half a year.
13. The doctor said Hans had been on the Italian front.
14. He said Hans had gotten a wound while he was on patrol.
15. I asked him whether the wound was very serious.
16. He said no, Hans would get well very quickly.
17. I said that Hans had always had tough luck.
18. I told him that Hans had broken his arm o maneuvers.
19. He said that Hans had been lucky ('had had luck' this time.
20. He told me to write Hans a letter, if I had the tim

SECTION D—LISTENING IN

1. What Did You Say?

With the other members of the group, give orally your responses to the previous exercise as the Leader call for them.

2. Word Study Check-up

Give the German for all English equivalents in the *Word Study* as the Leader calls for it.

3. Listening In

1. Schmidt (S.) is boring Meyer (M.) with his tales of how sick he always is.

S: Alſo wiſſen Sie, mit mir iſt dauernd etwas los.
M: Ach, Herr Schmidt, Sie ſind einer der geſündeſten Leute, die ich kenne.
S: Nein, das bin ich gar nicht,
ich ſehe nur ſo aus.
Wiſſen Sie z. B., daß ich faſt immer Kopfſchmerzen habe?
Ich nehme dauernd Aſpirin, aber ſie werden nicht beſſer.

M: Warum verſuchen Sie nicht mal eine Flaſche Schnaps?
Das iſt viel beſſer gegen Kopfſchmerzen als Aſpirin.

S: Und ſeit zwei Monaten habe ich ſolche Magenſchmerzen,
daß ich nachts kaum ſchlafen kann.

M: Natürlich. Das kommt doch von all dem Aſpirin.
Warum gehen Sie nicht mal zu einem Arzt?

S: Das hab' ich auch gemacht.
Er hat mir den Puls gefühlt
und meine Temperatur und meinen Blutdruck gemeſſen,
aber er ſagte, alles wäre normal.
Er ſagte, ich ſollte weniger eſſen,
dann würde ich mich beſſer fühlen.

M: Haben Sie das auch gemacht?

S: Natürlich. Ich eſſe morgens nur ein paar Brötchen,
mittags nur ein belegtes Brot,
und abends nur einen Teller Suppe und etwas Obſt.

M: Herr Schmidt, Sie ſind ja nicht krank.
Was Sie haben, iſt Hunger!

2. Fischer (F.) and König (K.) are sitting together in a café.

F: Haben Sie von dem Ausflug gehört, den Müller und Schulze letzte Woche gemacht haben?

K: Nein. Wo ſind ſie denn hingefahren?

F: An den See. Sie wollten ſchwimmen gehen.
Müller ſagte, ſie hätten erſt in Schulzes Auto fahren wollen,
aber ein Reifen wäre kaputt geweſen,
und nachdem ſie den gewechſelt hätten,
wäre der Motor nicht in Ordnung geweſen.

K: Sind ſie dann geradelt?

F: Ja. Und Sie wiſſen ja, wie weit das iſt.

K: Es ſind etwa 30 Kilometer hin und zurück, nicht wahr?

F: Ja, faſt noch mehr.
Na, Müller ſagte, ſie wären alſo hingeradelt und ins Waſſer gegangen,
aber als ſie herauskamen und ſich wieder anziehen wollten,
hätten ſie ihre Sachen nicht finden können.
Alles war geſtohlen!

K: Ach du lieber Himmel!
Die Fahrräder auch?

F: Ja. Die Fahrräder, ihr Geld und alles.
Sie hatten nur noch ihre Badeanzüge.
Müller ſagte, ſie hätten erſt nicht gewußt, was ſie machen ſollten.
Nach einer Weile hätten ſie aber einen Bekannten getroffen,
der ſie in ſeinem Wagen nach Hauſe gefahren hätte.

K: Na, da ſieht man ja, was paſſiert,
wenn man nicht zu Hauſe bleibt und arbeitet.
Herr Ober! Bringen Sie bitte noch zwei Glas Bier!

3. Paul Schneider (P.) has tried to date up Miss Lehmann, but she said she was going out with Fritz Müller (F.). Shortly afterwards Paul meets Fritz on the street.

P: Guten Tag, Fritz, wie geht es Ihnen?

F: Ach, ich habe eine leichte Erkältung.
Ich war gerade beim Arzt,
aber er ſagte, es wäre nicht ſehr ſchlimm.

P: Aber Fritz, Sie ſehen doch furchtbar ſchlecht aus!
Ihre Naſe läuft, und ich wette, Sie haben auch Fieber.

F: Nein, der Arzt ſagte, ich hätte kaum einen halben Grad über normal.

P: Aber da müſſen Sie doch ſchnell nach Hauſe und ins Bett gehen.
Sonſt können Sie ſehr leicht Grippe kriegen.

F: Ja, das hat der Arzt auch geſagt,
aber dazu hab' ich keine Luſt.

P: Paſſen Sie auf, Fritz,
ſonſt geht es Ihnen wie meinem Bruder.
Erinnern Sie ſich an die Lungenentzündung, die er letzten Winter hatte?

F: Ja. Hat das mit einer Erkältung angefangen?

P: Aber natürlich!
Und der Arzt ſagte, daß er die Lungenentzundung nie gekriegt hätte,
wenn er rechtzeitig ins Bett gegangen wäre.

F: War er denn wirklich ſehr krank?

P: Krank?! Die Ärzte haben alle geglaubt, daß er ſterben würde!

F: Ja, dann ſollte ich vielleicht doch ins Bett gehen.
Aber was wird denn Fräulein Lehmann von mir denken?

P: Ich werde ſie anrufen und ſagen, ich hätte Sie geſehen.
Sie wären beim Arzt geweſen,
und der Arzt hätte geſagt, Sie ſollten ins Bett gehen.

F: Ach, das wäre ja furchtbar nett von Ihnen. Vielen Dank.

P: Aber bitte ſchön, keine Urſache.
Auf Wiederſehen, und gute Beſſerung!

SECTION E—CONVERSATION

1. Covering the German of Basic Sentences

With the German covered, practice until you can speak the German for each English sentence without hesitation. This is individual study.

2. Vocabulary Check-up

Give the German for all English sentences in the *Basic Sentences* as the Leader calls for it.

3. Conversation

Suggested Topics:

1. You go to the doctor and tell him what your symptoms are. He says you have the grippe, and gives you a prescription to be filled out.
2. As you are going to the druggist's, right after having seen the doctor, you meet a friend. You tell him what you said to the doctor, and what the doctor said to you.
3. You go to the hospital to see Paul Müller, who has been wounded. He tells you how he got the wound, and how he was taken from the front to the hospital.
4. The next day you meet a friend on the street and tell him all about Paul Müller—how he got the wound, and how he was brought to the hospital.
5. Yesterday you saw Fritz and he told you about the bicycle trip that he and Hans took (Unit 21, *Basic Sentences*). Over a glass of beer you now describe the trip, as Fritz told it, to a friend of yours.

SECTION F—CONVERSATION (*Cont.*)

Continue conversation. Additional check-up if necessary.

FINDER LIST

der Apotheker,– [apohTEHker] 'druggist'; **die Apotheke,–n** [apohTEHke] 'druggist's shop' (prescriptions are never filled at a Drogerie)

der Arm,– [ARM] 'arm'

bald [BALT] 'soon'

das Bein,–e [BAIN] 'leg'

das Blut,–e [BLUHT] 'blood'

der Blutdruck,–̈e [BLUHT-druck, -drücke] 'blood pressure'

brechen (er bricht, brach, iſt gebrochen) [BRECHen, BRICHT, BRAHKH, ge-BROKHen] 'break'

denken (dachte, gedacht) [DENGken, DAKHte, ge-DAKHT] 'think'

die Entzündung,–en [ent-TSÜNdung] 'inflammation' erinnern [er-INNern]: ich erinnere ihn an (plus form 2) 'I remind him of'; ich erinnere mich an (plus form 2) 'I remember'

der Fall,⸚e [FALL, FELLe] 'case; fall'

der Feldwebel,– [FELT-vehbel] 'technical sergeant' (Infantry or Corps of Engineers)

das Fieber,– [FIHber] 'fever'

fliegen (flog, iſt geflogen) [FLIHgen, FLOHK, ge-FLOHgen] 'fly'

die Front,–en [FRONT] '(battle) front'

fühlen [FÜHlen] 'feel (something)': wie fühlen Sie ſich? 'how do you feel?'

füllen: ich fülle . . . aus 'I fill out'

geſund (⸚) [ge-ZUNT, ge-ZÜNder, ge-ZÜNdest-] 'healthy, well'

das Glück [GLÜCK] 'luck, happiness'; ich habe Glück 'I am lucky'

der Grad,–e [GRAHT] 'degree'; usually no ending in plural: 37 Grad '37 degrees', etc.

die Grippe,–n [GRIPPe] 'grippe, influenza'

der Hals,⸚e [HALSS, HELze] 'neck'; Halsſchmerzen 'sore throat'

heilen (iſt geheilt) [HAIlen] 'heal'

hierher [hihr-HEHR] 'to here'

italieniſch [ihtahLYEHnish] 'Italian'

keineswegs [KAInes-VEHKS] 'by no means'

das Komma,–s [KOMMah] 'comma'; 3,2 (=drei Komma zwei) '3.2 (=three point two)'; etc.

der Kopf,⸚e [KOPF, KÖPfe] 'head'; Kopfſchmerzen 'headache'

das Krankenhaus,⸚er [KRANGken-haus, -hoizer] 'hospital'

die Kugel,–n [KUHgel] 'bullet, sphere, ball'

das Lazarett,–e [lahtsahRETT] 'military hospital'

leicht [LAICHT] 'light (in weight), easy', opposite of ſchwer 'heavy, difficult' (for 'light', opposite of dunkel 'dark', see hell)

die Lunge,–n [LUNGe] 'lung'

die Lungenentzündung,–en [LUNGen-ent-tsündung] 'pneumonia'

der Magen,– [MAHgen] 'stomach'; Magenſchmerzen 'stomach-ache'

das Manöver,– [maNÖHver] 'maneuver'

die Medizin,-en [mehdihTSIHN] 'medicine'

meſſen (er mißt, maß, gemeſſen) [MESSen, MISST, MAHSS, geMESSen] 'measure'; ich meſſe mich 'I take my temperature'

der Mund,-̈er [MUNT, MÜNder] 'mouth'

die Naſe,-n [NAHze] 'nose'

normal [norMAHL] 'normal'

die Ordnung,-en [ORDnung] '(good) order'

der Patient,-en,-en [pahTSYENT] 'patient'

die Patrouille,-n [paTRULLye] 'patrol'

der Puls,-e [PULSS] 'pulse'

das Rezept,-e [rehTSEPT] 'prescription, recipe'

ſchlimm [SHLIMM] 'bad, serious' (contrast ſchlecht 'bad, of poor quality')

der Schmerz,-en [SHMERTS] 'pain'; Kopfſchmerzen 'headache'; Halsſchmerzen 'sore throat'; Magenſchmerzen 'stomach-ache'; etc.

der Schuß,-̈e [SHUSS, SHÜSSe] 'shot'

ſchwach (-̈) [SHVAKH, SHVECHer, SHVECHST-] 'weak'

das Symptom,-e [zümpTOHM] 'symptom'

täglich [TEHK-lich] 'daily'

die Temperatur,-en [temperahTUHR] 'temperature'

das Thermometer,- [termoh-MEHter] 'thermometer'. On our *Fahrenheit* thermometer, water freezes at 32° and boils at 212°. On the German Celſius [TSELzyuss] thermometer (which we call *centigrade*), water freezes at 0° and boils at 100°. $C = \frac{5}{9}(F - 32^\circ)$. $F = \frac{9}{5}C + 32^\circ$.

töten [TÖHten] 'kill'

transportieren [transs-porTIHren] 'ship, transport'

überall [ühber-ALL] 'everywhere'

unterſuchen [unter-ZUHkhen] 'investigate, examine'

verwunden [fer-VUNden] 'wound'

das Weh,-e [VEH] 'woe'; es tut . . . weh 'it hurts'; mein Arm tut (mir) weh 'my arm hurts (me)'

die Wunde,-n [VUNde] 'wound'

UNIT 23

IN THE ARMY

Section A—Basic Sentences

	Sgt. Meyer	
I got a letter from my brother yesterday.	Ich habe geſtern einen Brief von meinem Bruder bekommen.	
he was going (unreal of gehen*)*	er ginge	[GINGe]
the leave, furlough	der Urlaub	[UHR-laup]
He wrote me he was going on leave soon	Er ſchrieb mir, er ginge bald auf Urlaub	
and was planning to go home.	und wollte nach Hauſe fahren.	
	Pvt. Schmidt	
Boy! But is he lucky!	Kinder! Hat der aber Glück!	
It would be nice if we got two weeks ('14 days') leave, wouldn't it?	Das wäre doch ſchön, wenn wir vierzehn Tage Urlaub kriegten, nicht wahr?	
	Sgt. Meyer	
it is worthwhile ('it rewards itself')	es lohnt ſich	[LOHNT]
Aw, if you can't go home it isn't worthwhile.	Ach was! Wenn man nicht nach Hauſe fahren kann, lohnt es ſich nicht.	
got (unreal of bekommen*)*	bekämen	[be-KEHmen]
London	London	[LONdon]
went (unreal of fahren*)*	führen	[FÜHren]
If we got two weeks leave and went to London,	Wenn wir vierzehn Tage Urlaub bekämen und nach London führen,	

broke	pleite	[PLAIte]
we'd be broke in three days.	würden wir in drei Tagen pleite ſein.	
	Pvt. Schmidt	
the ship	das Schiff	[SHIFF]
What sort of ship is your brother serving on, anyhow?	Auf was für einem Schiff dient Ihr Bruder eigentlich?	
the navy	die Marine	[mahRIHne]
He is in the Navy, isn't he?	Er iſt doch bei der Marine, nicht wahr?	
	Sgt. Meyer	
the Marines ('navy-infantry')	die Marineinfanterie	[mahRIHne-INfantrih]
No, in the Marines.	Nein, bei der Marineinfanterie.	
the marine ('sea-soldier')	der Seeſoldat	[ZEH-zoldaht]
He's a marine.	Er iſt Seeſoldat.	
	Pvt. Schmidt	
the army	die Armee	[arMEH]
How long have you been in the Army?	Wie lange ſind Sie ſchon bei der Armee?	
	Sgt. Meyer	
Almost two [and] a half years.	Faſt zweieinhalb Jahre.	
the beginning	der Anfang	[ANN-fang]
the war	der Krieg	[KRIHK]
voluntary ('free-willed')	freiwillig	[FRAI-villich]
I report ('announce myself')	ich melde mich	[MELde]
I volunteered ('reported voluntarily') right at the beginning of the war.	Ich habe mich gleich am Anfang des Krieges freiwillig gemeldet.	

	Pvt. Schmidt	
I wish I'd done that too.	Ich wollte, ich hätte das auch gemacht.	
drafted	eingezogen	[AIN-ge-tsohgen]
I got drafted	ich bin eingezogen worden	
I just got drafted a half a year ago.	Ich bin erſt vor einem halben Jahr eingezogen worden.	
because-of-that	deswegen	[DESS-vehgen]
the private ('common one')	der Gemeine	[ge-MAIne]
That's why I'm still [a] private.	Deswegen bin ich immer noch Gemeiner.	
the technical sergeant (Art. and Cav.)	der Wachtmeiſter	[VAKHT-maister]
promote	befördern	[be-FÖRdern]
When did you get promoted to (the) technical sergeant?	Wann ſind Sie zum Wachtmeiſter befördert worden?	
	Sgt. Meyer	
After I came back from the Italian front.	Nachdem ich von der italieniſchen Front zurückkam.	
North Africa	Nordafrika	[nort-AHfrihkah]
land	landen	[LANden]
the corporal	der Obergefreite	[OHber-ge-fraite]
When we landed in North Africa, I was [a] corporal.	Als wir in Nordafrika landeten, war ich Obergefreiter.	
Sicilian	ſizilianiſch	[zihtsihLYAHnish]
the campaign	der Feldzug	[FELT-tsuhk]
Then I was in on the Sicilian campaign ('by the Sicilian campaign thereby'),	Dann war ich beim ſizilianiſchen Feldzug dabei,	

Italy	Italien	[ihTAHlyen]
the sergeant ('under-officer')	der Unteroffizier	[UNter-offihtsihr]
and in Italy I was promoted to (the) sergeant.	und in Italien bin ich zum Unteroffizier befördert worden.	
	Pvt. Schmidt	
experience	erleben	[er-LEHben]
Gee! What (all) you've been through!	Donnerwetter! Was Sie alles erlebt haben!	
Until I came to England,	Bis ich nach England kam,	
the camp	das Lager	[LAHger]
I just got sent from one camp to another.	bin ich nur von einem Lager zum anderen geſchickt worden.	
	Sgt. Meyer	
the troop	die Truppe	[TRUPPe]
What branch ('troop') are you in?	Bei welcher Truppe ſind Sie denn?	
	Pvt. Schmidt	
the antiaircraft	die Flak	[FLACK]
In ('by the') antiaircraft.	Bei der Flak.	
the barracks	die Kaſerne	[kahZERne]
the life	das Leben	[LEHben]
I'm sick of it	ich habe es ſatt	[ZATT]
But I'm sick of barracks life now.	Aber ich habe das Kaſernenleben jetzt ſatt.	
I'd give a lot (for it)	Ich würde viel darum geben,	
enemy, hostile	feindlich	[FAINT-lich]
the airplane	das Flugzeug	[FLUHK-tsoik]
shoot	ſchießen	[SHIHssen]
if I could get a shot ('shoot once') at an enemy airplane.	wenn ich mal auf ein feindliches Flugzeug ſchießen könnte.	

Sgt. Meyer

I calm myself	ich beruhige mich	[be-RUHige]
Take it easy!	Beruhigen Sie ſich!	
That can wait ('that has yet time').	Das hat noch Zeit.	

* * *

the armed forces	die Wehrmacht	[VEHR-makht]
the army	das Heer	[HEHR]
the navy	die Marine	[mahRIHne]
the air force ('air-weapon')	die Luftwaffe	[LUFT-vaffe]
the artillery	die Artillerie	[ARtillerih]
the cavalry	die Kavallerie	[KAVallerih]
the infantry	die Infanterie	[INfantrih]
the corps of engineers ('pioneer-corps')	das Pionierkorps	[pihohNIHR-kohr]

(For a list of German Army ranks, see Supplementary Word List 1, p. 512.)

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study

A. THE UNREAL OF ALL VERBS

In previous units we have had three unreals: hätte, the unreal of haben; wäre, the unreal of ſein; and würde, the unreal of werden. These unreals are used in two main ways: (1) in unreal statements: Ich wollte, ich **wäre** ſo reich wie er 'I wish I were as rich as he', Wenn ich ein Auto **hätte, würde** ich Sie aufs Land fahren 'If I had an auto I would drive you to the country'; and (2) in indirect quotes: Ich ſagte ihm, ich **wäre krank** 'I told him

I was sick', Er ſagte mir, er **hätte** Grippe 'He told me he had the grippe', Sie ſagten, ſie **würden** kommen 'They said they would come'.

These three unreals are by far the commonest ones in German. But theoretically, at least, every verb has an unreal that may be used in unreal statements and in indirect quotes.

Verbs with regular past

If a verb has a REGULAR PAST (that is, if it forms its past simply by adding -(e)te to the stem), it has no special form for the unreal, but uses this past, as we do in English. Typical examples:

Verb:	arbeiten	wollen	kriegen
Past:	arbeitete	wollte	kriegte
Unreal:	**arbeitete**	**wollte**	**kriegte**

Ich ſagte ihm, daß ich in einer Bank **arbeitete**.	I told him that I worked in a bank.
Er ſchrieb mir, er **wollte** nach Hauſe fahren.	He wrote me he was planning ('wanted') to go home.
Es wäre ſchön, wenn wir vierzehn Tage Urlaub **kriegten**.	It would be nice if we got two weeks leave.

Verbs with irregular past

There are two kinds of verbs with IRREGULAR PASTS. First, there are 14 verbs that are weak because they add -te to form their past, but irregular because they also change the stem; we have had the 10 listed below. (The other 4 behave like kennen and verbrennen.) Then there are the strong verbs, which by definition have an irregular past, because instead of adding -te they change their stem in the past.

To form the unreal of any of these verbs: take the irregular past, umlaut the stem vowel if possible (only a, o, u, au can be umlauted), and add endings if necessary (the weak verbs already have endings).

(a) **Weak verbs with irregular past**

Verb:	haben	dürfen	können	mögen	müſſen	wiſſen
Past:	hatte	durfte	konnte	mochte	mußte	wußte
Unreal:	**hätte**	**dürfte**	**könnte**	**möchte**	**müßte**	**wüßte**
	[HETTe]	[DÜRFte]	[KÖNNte]	[MÖCHte]	[MÜSSte]	[VÜSSte]

Verb:	bringen	denken	kennen	verbrennen
Past:	brachte	dachte	kannte	verbrannte
Unreal:	**brächte**	**dächte**	**kennte**	**verbrennte**
	[BRECHte]	[DECHte]	[KENNte]	[fer-BRENNte]

Sie ſagte, ſie **könnte** heute abend nicht ausgehen.	She said she couldn't go out this evening.
Ich dachte, Sie **müßten** zu Hauſe bleiben.	I thought you had to stay home.
Wenn ich nur **wüßte**, wo ſie wohnt!	If I only knew where she lives!

Notice that könnte and möchte, which we have been using so long, are actually the unreals of können and mögen. Notice also the peculiar spelling of the unreals kennte and verbrennte, with e where we would expect ä. (The pronunciation would of course be the same in either case.)

(a) **Strong verbs**

Verb:	gehen	laſſen	finden	ſein	ſchießen	ziehen	werden	fahren	etc.
Past:	ging	ließ	fand	war	ſchoß	zog	wurde	fuhr	etc.
Unreal:	**ginge**	**ließe**	**fände**	**wäre**	**ſchöſſe**	**zöge**	**würde**	**führe**	etc.
	[GINGe]	[LIHsse]	[FENde]	[VEHre]	[SHÖSSe]	[TSÖHge]	[VÜRde]	[FÜHre]	

Er ſchrieb mir, er **ginge** bald auf Urlaub.	He wrote me he was going on leave soon.
Es **wäre** ſchön, wenn wir vierzehn Tage Urlaub **bekämen.**	It would be nice if we got two weeks leave.
Wenn wir nach London **führen, würden** wir in drei Tagen pleite ſein.	If we went to London, we would be broke in three days.

B. MAKING NEW WORDS

der Schmutz	[SHMUTS]	'dirt'	ſchmutzig	[SHMUTsich]	'dirty'
die Not, ⸗e	[NOHT, NÖHte]	'need, want'	nötig	[NÖHtich]	'necessary'
die Gnade, ⸗n	[GNAHde]	'mercy'	gnädig	[GNEHdich]	'gracious'

Many adjectives are made by adding -ig to a noun; this is often accompanied by umlaut. What nouns are the following adjectives made from?

blutig [BLUHtich] 'bloody'
durſtig [DURstich] 'thirsty'
feurig [FOIrich] 'fiery'
gaſig [GAHzich] 'gaseous'
glaſig [GLAHzich] 'glassy'
haarig [HAHrich] 'hairy'
hungrig [HUNGrich] 'hungry'
käſig [KEHzich] 'cheesy'
luftig [LUFtich] 'airy'
luſtig [LUStich] 'gay'
neblig [NEHblich] 'foggy'
ölig [ÖHlich] 'oily'
ſalzig [ZALTsich] 'salty'
ſchuldig [SHULdich] 'guilty, owing'
ſonnig [ZONNich] 'sunny'
wäſſerig [VESSerich] 'watery'

Note also the following adjectives in -ig, which are made from phrases:

der freie Wille '(the) free will'	freiwillig [FRAI-villich] 'voluntary'
die rechte Zeit 'the right time'	rechtzeitig [RECHT-tsaitich] 'on time'
vier Ecken 'four corners'	viereckig [FIHR-eckich] 'square'
drei Stöcke 'three stories'	ein dreiſtöckiges Haus 'a house with three stories'
fünf Tage 'five days'	eine fünftägige Reiſe 'a five day trip'
ſieben Jahre 'seven years'	der Siebenjährige Krieg 'the Seven Years' War'

2. Covering English and German of Word Study

Give the English equivalents of all German expressions in the *Word Study* and the German for all the English. This is individual study.

3. Review of Basic Sentences

Further oral practice with the first part of the *Basic Sentences.*

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Further oral practice with the second part of the *Basic Sentences.*

2. Covering the English of Basic Sentences

Check your knowledge of the meaning of all words and phrases in the *Basic Sentences*. This is individual study.

3. What Would You Say?

Yesterday you went to see Hans Lehmann in the hospital, and he said the sentences below to you. Today you meet a friend and tell him about your visit, quoting Hans indirectly. Start each of the following sentences with Hans ſagte, . . . and then make all the changes necessary to turn the direct quote into an indirect quote. Sample question: „Es geht mir viel beſſer.“ Sample answer: Hans ſagte, es ginge ihm viel beſſer.

1. „Ich liege ſchon vierzehn Tage im Bett.“
2. „Ich finde den Arzt ſehr gut.“
3. „Meine Krankenſchweſter ſieht ſehr gut aus.“
4. „Man gibt mir nicht genug zu eſſen.“
5. „Ich muß dauernd Medizin nehmen.“
6. „Ich darf erſt in acht Tagen wieder aufſtehen.“
7. „Ich fühle mich immer noch recht ſchwach.“
8. „Die Wunde heilt ſehr langſam.“
9. „Meine Temperatur iſt jetzt wieder normal.“
10. „Ich werde in einem Monat wieder ganz geſund ſein.“

Translate into German:

11. I thought you knew Mr. Schulze.
12. She said she lived on Kaiser St.
13. If it weren't raining, we could go on ('make') a picnic.
14. I'd buy this suit if it didn't cost so much.
15. She told me he was playing tennis this afternoon.
16. I wish the sun weren't shining so strongly today.
17. If you took more athletics ('carried-on more sport'), you'd feel (yourself) much better.
18. He told me the tires needed a little air.
19. I wish it didn't snow so often here.
20. If you didn't drive so fast, you wouldn't have so many accidents.

SECTION D—LISTENING IN

1. What Did You Say?

With the other members of the group give orally your responses to the previous exercise as the Leader calls for them.

2. Word Study Check-up

Give the German for all English equivalents in the *Word Study* as the Leader calls for it.

3. Listening In

1. Private Meyer (M.) and Corporal Schmidt (S.) are talking together.

M: Schmidt, ſtimmt das, daß Sie zum Obergefreiten befördert worden ſind?

S: Ja, natürlich.
Können Sie denn das nicht an meiner Uniform ſehen?

M: Ach richtig, ja.
Sprechen Sie denn als Obergefreiter noch mit mir armem Gemeinen?

S: Selbſtverſtändlich.
Wenn Sie ſo lange bei der Armee wären wie ich,
wären Sie jetzt ſicher auch ſchon Obergefreiter.

M: Obergefreiter? Ich wäre ſchon Feldwebel.
Wie lange ſind Sie denn ſchon bei der Armee?

S: Anderthalb Jahre.
Ich habe mich im Januar 1943 freiwillig gemeldet.

M: Na, ſehen Sie!
Ich bin erſt vor einem Monat eingezogen worden,
und ich bin jetzt ſchon Gemeiner!
Übrigens, wiſſen Sie, was ich machen würde, wenn dies meine Armee wäre?

S: Nein, was? Erzählen Sie mal!

M: Erſtens würde ich jeden Gemeinen nach drei Monaten zum Obergefreiten befördern.
Dann würde ich jedem Soldaten jeden Monat eine Woche Urlaub geben,
und alle ſechs Monate zweimal ſoviel Geld wie früher.

S: Das wäre ja ſehr intereſſant.
Schreiben Sie doch mal Ihren Plan nach Waſhington!
Aber wenn wir dann den Krieg verlieren oder pleite gehen, iſt es Ihre Schuld!

2. Paul (P.) and Hans (H.) are taking the pause that refreshes at the PX.

: Warum waren Sie denn geſtern nicht beim Fußballſpiel?
Wir haben Sie ſehr vermißt.

: Ach, ich bin zum Lazarett gegangen, um Fritz Schneider zu ſehen.

: Geht es ihm beſſer?

: Ja, ſehr viel beſſer.
Er ſagte, die Wunde finge jetzt an zu heilen
und täte ihm nicht mehr ſo weh wie vor ein paar Tagen.
Aber er glaubte, er müßte noch zwei Wochen dort bleiben.

P: Ach, das iſt ja ſchade.
Der arme Fritz, der tut mir wirklich leid.
Wie gefällt es ihm dort im Lazarett?

H: Gar nicht gut. Er findet alles ſchlecht.

P: Na, was denn, zum Beiſpiel?

H: Ach, er ſagte, man weckte ihn morgens zu früh,
und er bekäme nie genug zu eſſen,
und die Medizin, die man ihm jede halbe Stunde brächte, ſchmeckte wie Tinte.

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P: Ja, das iſt doch immer ſo, wenn man im Krankenhaus liegen muß.
Was ſagt er von ſeinem Arzt?
H: Er ſagte, der gefiele ihm ſehr gut,
und die Krankenſchweſtern wären auch in Ordnung!
P: Na, wenn er ſchon wieder geſund genug iſt,
um die Krankenſchweſtern intereſſant zu finden,
dann können wir ja beruhigt ſein!

3. Two privates, Fritz (F.) and Hans (H.) are talking together.

F: Um Gottes willen, Hans, ſehen Sie aber ſchlecht aus!
Sind Sie krank geweſen?
H: Keineswegs!
Ich komme gerade aus London zurück.
Ich war dort auf Urlaub.
F: Haben Sie ſich gut amüſiert?
H: Zu gut!
In der erſten Woche meines Urlaubs habe ich das getan,
was jeder Amerikaner in London macht:
ich habe mir die Stadt angeſehen.
F: Da gibt es doch viel zu ſehen, was?
Ich mag London furchtbar gern.
Und was haben Sie in der zweiten Woche gemacht?
H: Ach, ich hatte ein paar Freunde von meiner Truppe getroffen,
und wir ſind zuſammen ins Kino und auch ein paarma tanzen gegangen.
F: Wie finden Sie die engliſchen Mädchen?
H: Gar nicht ſchlecht,
aber doch nicht ſo hübſch wie unſere Amerikanerinnen.
Am letzten Abend haben wir ſo gut gefeiert,
daß ich mein ganzes Geld ausgegeben habe.
F: Ein bißchen zu viel Bier getrunken, was?
Wie ſind Sie denn zurückgefahren?
War irgendeiner dumm genug, Ihnen etwas Geld z leihen?
H: Ja, und wiſſen Sie wer? Mein Unteroffizier!
F: Donnerwetter! Haben Sie aber Glück gehabt!

SECTION E—CONVERSATION

1. Covering the German of Basic Sentences

With the German covered, practice until you can speak the German for each English sentence without hesitation. This is individual study.

2. Vocabulary Check-up

Give the German for all English sentences in the *Basic Sentences* as the Leader calls for it.

3. Conversation

Suggested Topics:

1. You and a friend are discussing army life. Tell each other when and how you got into the army, and what has happened to you since then.
2. Paul Meyer comes back from a 10 day leave with fabulous stories of where he has been and what he has done.
3. The day after hearing Paul's story, you meet a friend and tell him, quoting indirectly from Paul, all about Paul's leave.
4. Yesterday you saw Hans Lehmann in the hospital. Today, quoting indirectly from Hans, you tell a friend how Hans got wounded, how he got shipped here, how he is now, what he thinks of the hospital, how long he expects to be there, etc.
5. Tell a friend about a long letter you got from your brother, a technical sergeant in the infantry. First give the background—how he got into the army, how long he was in camp, and when he got shipped to North Africa. Then quote indirectly from your brother's letter, telling how he got wounded and promoted in Italy, and where he is and how he's getting along now.

SECTION F—CONVERSATION (*Cont.*)

Continue conversation. Additional check-up if necessary.

FINDER LIST

der Anfang,¨e [ANN-fang, -fenge] 'beginning'

die Armee,–n [arMEH, arMEHen] 'army'

die Artillerie,–n [ARtillerih] 'artillery'

befördern [be-FÖRdern] 'promote'

beruhigen [be-RUHigen] 'calm (someone) 'down'; ich beruhige mich 'I calm down'

deswegen [DESS-vehgen] 'because of that, that's why'

erleben [er-LEHben] 'experience, go through, live to see'

der Feind,–e [FAINT] 'enemy'; feindlich [FAINT-lich] 'enemy, hostile'

der Feldzug,¨e [FELT-tsuhk, -tsühge] 'campaign'

die Flak [FLACK] 'antiaircraft' (abbreviation of die Fliegerabwehrkanone,–n [FLIHger-APP-vehr-kaNOHne] 'aviator defense cannon', i.e. 'antiaircraft gun')

das Flugzeug,–e [FLUHK-tsoik] 'airplane'

freiwillig [FRAI-villich] 'voluntary'; ich melde mich freiwillig 'I volunteer'; der Freiwillig– 'volunteer'

gemein [ge-MAIN] 'common, mean'; der Gemein– 'private (in the army)'

das Heer,–e [HEHR] 'army'

die Infanterie,–n [INfantrih] 'infantry'

(das) Italien [ihTAHlyen] 'Italy'

die Kaſerne,–n [kahZERne] 'barracks'

das Kaſernenleben [kahZERnen-lehben] 'barracks life'

die Kavallerie,–n [KAVallerih] 'cavalry'

der Krieg,–e [KRIHK] 'war'

das Lager,– [LAHger] 'camp'

landen (iſt gelandet) [LANden] 'land'

das Leben,– [LEHben] 'life'

lohnen [LOHnen] 'reward, pay'; es lohnt ſich 'it is worthwhile'

(das) London [LONdon] 'London'

die Luftwaffe,–n [LUFT-vaffe] 'air force'

die Marine,–n [mahRIHne] 'navy'

die Marineinfanterie,–n [mahRIHne-INfantrih] 'the Marines'

melden [MELden] 'announce, report'; ich melde mich I report (for duty, etc.)'

(das) Nordafrika [nort-AHfrihkah] 'North Africa'

der Obergefreit– [OHber-ge-frait-] 'corporal'

das Pionierkorps,– [pihohNIHR-kohr, -kohrss] 'corps of engineers'

pleite [PLAIte] 'broke'

ſatt [ZATT] 'full (from eating)'; ich habe es ſatt 'I'm sick of it'

ſchießen (ſchoß, geſchoßen) [SHIHssen, SHOSS, ge-SHOSSen] 'shoot'

das Schiff,–e [SHIFF] 'ship'

der Seeſoldat,–en,–en [ZEH-zoldaht] 'marine, member of the Marines'

(das) Sizilien [zihTSIHlyen] 'Sicily'; ſizilianiſch [zihtsihLYAHnish] 'Sicilian'

die Truppe,–n [TRUPPe] 'troop'

der Unteroffizier,–e [UNter-offihtsihr] 'non-commissioned officer'; as a rank, 'sergeant'

der Urlaub,–e [UHR-laup] 'leave, furlough'; ich gehe auf Urlaub 'I go on leave'

der Wachtmeiſter,– [VAKHT-maister] 'technical sergeant' (Artillery or Cavalry)

die Wehrmacht [VEHR-makht] 'armed forces'

worden [VORden] (participle of werden, minus the ge–): ich bin eingezogen worden 'I got drafted'; er iſt befördert worden 'he got promoted', etc.

ziehen: ich ziehe . . . ein 'I draft'; eingezogen 'drafted'

UNIT 24

REVIEW

SECTION A—WHAT DO YOU KNOW IN GERMAN?

To the Group Leader: Section A of this unit consists of five conversations to be read to the group by the Guide. If you have no Guide, choose, or have the group choose, one of the members to do the reading. Get someone whose voice and pronunciation are clear and good. The texts of the five conversations are printed in the Guide's Manual.

See that each member of the group is provided with a sheet of paper and a pen or pencil. Before the first conversation is read, give the group two minutes to familiarize themselves with the five German questions that are asked about it. Then have the first conversation read, and give them three minutes to write down, IN ENGLISH, a simple answer to each question.

Follow this procedure with each of the five conversations. After the quiz is over, correct it as in Units 6, 12, and 18. Call an answer correct only if it shows clearly that the group member really understood both the question asked and the part of the conversation which gave the answer to the question.

This unit is again a review of the work covered up to now. For the most part it is like Units 6, 12, and 18. The first section, however, is not a true-false quiz, but a group of five conversations about which questions are asked. These questions are printed below. Familiarize yourself with the five questions on the first conversation, and then listen carefully as the conversation is read to you. Don't try to write down the answers to the questions while the conversation is being read; either sit still and listen, or at the most just write down a key word for each question. After the conversation has been read, write down IN ENGLISH your answer to each question. Make your answers brief and to the point. Then get ready for the next conversation by reading over the next set of five questions. Follow this same procedure with each conversation.

When all the conversations have been read, and you have had a chance to answer all the questions, the Guide or Group Leader will go over the answers with you.

1st Conversation

1. Wo holt Fräulein Lehmann Herrn Meyer ab?
2. Was hat Fräulein Lehmann vor drei Monaten gemacht?
3. Wo liegt das Krankenhaus?
4. Warum mußte Fräulein Lehmann im Krankenhaus liegen?
5. Warum iſt ſie nicht verhaftet worden? (2 answers)

2nd Conversation

6. Warum iſt Schmidt heute ſo müde?
7. Wer hat den Boxkampf gewonnen?
8. Wie, und in welcher Runde?
9. Warum verſteht Meyer ſoviel vom Boxen?
10. Wann wollen die beiden zu einem Boxkampf gehen?

3rd Conversation

11. Wann haben Hans und Fritz ihre Radtour gemacht?
12. Was für Pech haben ſie gehabt?
13. Wie ſahen ſie aus, als ſie in die Stadt zurückfuhren?
14. Was machten ſie, um ſich nicht zu erkälten?
15. Wo ſind ſie jetzt, und was machen ſie?

4th Conversation

16. Wo tut es Hans weh?
17. Wie iſt ſeine Temperatur?
18. Wo hat er die größten Schmerzen?
19. Was hat ſein Vetter gerade gemacht?
20. Was iſt mit Hans los?

5th Conversation

21. Wann und wie will Paul nach London fahren?
22. Wer iſt Fräulein Meyer?
23. Wer iſt Fräulein Lehmann?
24. Warum hat Paul genug Geld?
25. Wann muß er zurückkommen?

SECTION B—HOW WOULD YOU SAY IT?

Practice saying out loud the German for the following sentences. Keep at them until you know them all cold. Do not write anything down. This is individual study.

I

1. Take a look [to see] whether the tires have enough pressure.
2. They look as though they need a bit of air.
3. Step on the clutch and shift into low.
4. We'll have to wait until the traffic light turns green.
5. Turn right into Main St.
6. Now step on it so you can pass that truck there.
7. You shouldn't have driven so fast.
8. Lemme see your license!

II

1. If I were as rich as Keller, I'd invite you to my tennis club this afternoon.
2. We poor people can't afford such things.
3. You're talking as if I were a millionaire.
4. Who can I bum a bathing suit and a bath towel from?
5. Let's go! We'll race (swimming)!
6. It was pretty close, but I think you won.
7. I was a member of the swimming team at my university.
8. Schmeling gets knocked out in the first round.

III

1. Would you feel like making a bicycle trip next week end?
2. We could probably stay overnight at my uncle's.
3. I can fix the knapsack up with a safety pin.
4. What else do we need?—I guess that's pretty much everything.
5. We can make the sandwiches ourselves.
6. If I'd known that it would rain, I wouldn't have suggested this bicycle trip.
7. Now the only question is, what can we do?
8. Isn't there a little village near here where we can find an inn?

IV

1. I'm not very well, doctor. I hurt all over.
2. My nose is running and I have a sore throat.
3. I'll write you a prescription that you can have filled out at the druggist's.

4. You'll be quite well again in three or four days.
5. Incidentally, doctor, I think I know a patient of yours.
6. He's in the hospital now. He got wounded at the Italian front.
7. He told me he had been on patrol and had gotten a shot in the left leg.
8. He was lucky. That bullet could have killed him.

V

1. My brother wrote me he was going on leave next month.
2. If we went to London, we'd be broke in three days.
3. Is your brother in the Navy or in the Marines?
4. I volunteered right at the beginning of the war.
5. I was just drafted a month ago. That's why I'm still a private.
6. Gee! You've really been through a lot!
7. When I was in America, I just got sent from one camp to another.
8. I wish I could get a shot at a German airplane!

SECTION C—HOW DID YOU SAY IT?

Quiz by the Group Leader on the sentences in Section B, asking various members of the group: „Wie ſagt man auf deutſch. . . ?"

SECTION D—HOW WOULD YOU SAY IT? (*Cont.*)

Translate the following sentences into German, practicing them out loud until you know them all thoroughly. English words in square brackets [ ] are to be omitted in the German. This is individual study.

I

1. What are the names of ('how are-called') the two teams that are playing against each other this evening?
2. If I had volunteered, I could be [a] technical sergeant now.
3. Don't blow your horn! Step on the brake!

4. An uncle of mine lives near ('in the vicinity of') the Spree Forest.

5. He said the doctor had looked him over, but he still didn't know what the matter with him was.

6. The cop arrested him and took ('brought') him to the police station.

7. We'll need a half [a] pound [of] butter apiece.

8. He said he wasn't allowed to get up yet.

II

1. If I hadn't tipped the boat over I would surely have won.

2. They ('one') told me the wound was beginning to heal.

3. The village is supposed to be near here, but I can't find it on the map.

4. I wish I were [a] member of a tennis club.

5. I have to have the car greased and washed.

6. What ('how') is my temperature, doctor?—39.3°.

7. Enemy airplanes shot at the troops while they were landing.

8. He said he had bought everything except the ham.

III

1. I wish we had gone to a gas station and bought some gas!

2. The doctor told him he had a very serious case of pneumonia.

3. Two months after I had volunteered, I was promoted to corporal.

4. It is ('makes') more fun to eat out in the open.

5. The doctor said he was still lying in bed, but he felt a lot better.

6. Don't let the clutch out too fast!

7. What sort of athletics did you take when you were [a] student?

8. I'm sick of this waiting!—Take it easy!

IV

1. The bicycle trip would have been wonderful if it only hadn't rained!

2. He told me she had moved (in)to (the) König St.

3. Would you like to learn how to drive an auto ('auto driving')?

4. Watch out that the cop doesn't arrest you!

5. How would it be if we all went to the gym to play a little basketball?
6. He said the troops were shooting at an enemy airplane.
7. What would you rather do, lie on the beach a while or go swimming?
8. He said he knew the man all right, but didn't know his address.

V

1. You should have fixed up the tent with a piece [of] string.
2. He told me to lie down and stick a thermometer in my ('the') mouth.
3. Don't burn yourself! That frying pan is awfully hot!
4. He told me his brother was [a] sergeant in the engineer corps.
5. I asked him how he was, but he said he was still feeling pretty weak.
6. He said he had had an accident on the corner [of] Kaiser and Main St.
7. I told him to step on the brake, but it was already too late.
8. He said he was planning ('wanted') to play tennis this afternoon.

SECTION E—HOW DID YOU SAY IT? (*Cont.*)

Quiz by the Group Leader on the sentences in Section D, asking various members of the group: „Wie ſagt man auf deutſch . . .?"

SECTION F—CONVERSATION REVIEW

Hold a series of conversations on any of the topics covered so far. All members of the group should have a chance to take part. Here are some suggested topics:

1. You tell a friend about the time you let Miss Lehmann drive your car. She had said that she could drive very well, and had had a license for years. But when she started to drive, she shifted into reverse instead of low; at the first corner she nearly ran into the cop; and at the first traffic light she drove through red and ran into a big truck. Nothing happened to the truck, of course, but your car was smashed up.

2. You and a German tell each other about sports in your countries. You explain our American system, where the teams of various universities play against each other. Tell him what team you played on as a student. The German tells about the German *Sportklubs*, and the sports they play. People who have a lot of money belong to tennis clubs, but they don't play much tennis—all they do is drink cocktails and dance. Finally the two of you argue about the merits of Joe Louis and Max Schmeling as boxers.
3. You and some friends are going on a picnic. Two of you are discussing where you will go and who has a car to get you there. Then you go into the question of food. You're going to have sandwiches, and so you'll need bread, a pound and a half of butter, half a pound of ham, some cheese and sausage, hard boiled eggs, and a couple of dozen bottles of beer. You agree as to who will buy what, and where you can best buy it.
4. Tell a friend about a letter you got from Paul Fischer. First tell how Paul got into the Army, was sent to North Africa, and from there to Italy. Then, quoting indirectly from the letter, tell how Paul was fighting near Cassino; how he was on patrol one day and got wounded—a shot in the leg; how he was flown in an airplane to a military hospital, and then brought on a ship back to North Africa, where he is now in a hospital.
5. Two of you are discussing how you would improve the Army if it belonged to you. All privates and corporals would get twice as much pay; all sergeants would get nothing; everybody would get two weeks leave every month; etc., etc.
6. Show someone how to drive a car.
7. Tell about an afternoon you spent at the lake.
8. Tell about a bicycle trip you took.
9. Go to the doctor's and tell him what's the matter with you.
10. Tell how you got into the Army, and what has happened to you since then.

PART FIVE

UNIT 25

GEOGRAPHY

SECTION A—BASIC SENTENCES

Europe	Europa	[oiROHpah]
When one looks at a map of Europe,	Wenn man ſich eine Karte von Europa anſieht,	
geographic	geographiſch	[gehohGRAHfish]
the position	die Lage	[LAHge]
clear	klar	[KLAHR]
Germany's geographic position immediately becomes clear.	wird die geographiſche Lage Deutſchlands ſofort klar.	
the heart	das Herz	[HERTS]
It lies in the heart of Europe,	Es liegt im Herzen Europas,	
as it were ('so-to-say')	ſozuſagen	[ZOH-tsuh-ZAHgen]
the east	der Oſten	[OSten]
the west	der Weſten	[VESten]
and belongs as it were half to the east and half to the west.	und gehört ſozuſagen halb zum Oſten und halb zum Weſten.	
Adolf Hitler	Adolf Hitler	[AHdolf HITler]
common, mutual	gemeinſam	[ge-MAIN-zahm]
the border	die Grenze	[GRENtse]
Even ('already') before Hitler it had common borders with nine different countries.	Schon vor Hitler hatte es mit neun verſchiedenen Ländern gemeinſame Grenzen.	

pertaining-to-today	heutig	[HOItich]
extends ('stretches itself')	erſtreckt ſich	[er-SHTRECKT]
even	ſogar	[zoh-GAHR]
the Balkan [area]	der Balkan	[BALkahn]
the state	der Staat	[SHTAHT]
The greater Germany ('great-Germany') of today extends even as far as ('until up-to') Italy and the Balkan States.	Das heutige Großdeutſchland erſtreckt ſich ſogar bis an Italien und die Balkanſtaaten.	
the north	der Norden	[NORden]
border on (plus form 2)	grenzen an	[GRENtsen]
the sea	das Meer	[MEHR]
Only in the north does Germany border on the sea,	Nur im Norden grenzt Deutſchland ans Meer,	
now-I'm-going-into-details	zwar	[TSVAHR]
the North Sea	die Nordſee	[NORT-zeh]
the Baltic ('East-Sea')	die Oſtſee	[OST-zeh]
namely on the North Sea and the Baltic ('on the North- and East-Sea').	und zwar an die Nord- und Oſtſee.	
northern	nördlich	[NÖRT-lich]
the part	der Teil	[TAIL]
flat	flach	[FLAKH]
The northern part of Germany is flat,	Der nördliche Teil Deutſchlands iſt flach,	
form	bilden	[BILden]
so-called ('so-named')	ſogenannt	[ZOH-ge-nannt]
deep	tief	[TIHF]
the plain	die Ebene	[EHbene]
and forms the so-called North German Lowland.	und bildet die ſogenannte norddeutſche Tiefebene.	

flow	fließen	[FLIHssen]
the river	der Fluß	[FLUSS]
Through this lowland flow Germany's four main rivers:	Durch dieſe Tiefebene fließen die vier Hauptflüße Deutſchlands:	
the Rhine,	der Rhein,	[RAIN]
the Weser,	die Weſer,	[VEHzer]
the Elbe,	die Elbe	[ELbe]
and the Oder.	und die Oder.	[OHder]
northwesterly	nordweſtlich	[nort-VEST-lich]
the direction	die Richtung	[RICHtung]
All four of them flow ('they flow all four') in [a] northwesterly direction,	Sie fließen alle vier in nordweſtlicher Richtung	
the commerce, trade	der Handel	[HANdel]
the significance, meaning	die Bedeutung	[be-DOItung]
and are of [the] greatest significance for (the) German commercial traffic.	und ſind für den deutſchen Handelsverkehr von größter Bedeutung.	
easterly	öſtlich	[ÖST-lich]
Polish	polniſch	[POLnish]
the Vistula	die Weichſel	[VAIKsel]
To the east of ('easterly from') the German-Polish border lies another ('a further') great river, the Vistula,	Öſtlich von der deutſchpolniſchen Grenze liegt ein weiterer großer Fluß, die Weichſel,	
same	ſelb–	[ZELP-]
Carpathians	Karpathen	[karPAHten]
the corridor	der Korridor	[KORRihdohr]
which flows in the same direction from the Carpathians through the Polish Corridor	die in derſelben Richtung von den Karpathen durch den Polniſchen Korridor fließt	

Danzig	Danzig	[DANtsich]
empty ('mouth')	münden	[MÜNden]
and empties into the Baltic near ('by') Danzig.	und bei Danzig in die Oſtſee mündet.	
the Danube	die Donau	[DOHnau]
The fifth main river of Germany is the Danube.	Der fünfte Hauptfluß Deutſchlands iſt die Donau.	
rise ('spring away')	entſpringen	[ent-SHPRINGen]
the forest	der Wald	[VALT]
It rises in the Black Forest	Sie entſpringt im Schwarzwald	
separate, divide	trennen	[TRENNen]
the mountains, mountainous area	das Gebirge	[ge-BIRge]
the Alps	die Alpen	[ALpen]
and separates the mountains of central German ('the German middle-mountains') from the foothills of the Alps ('the pre-Alps').	und trennt das deutſche Mittelgebirge von den Voralpen.	
consist of	beſtehen aus	[be-SHTEHen]
Before Hitler Germany consisted of various large(r) and small(er) lands,	Vor Hitler beſtand Deutſchland aus verſchiedenen größeren und kleineren Ländern,	
above all ('before everything')	vor allem	[ALLem]
Prussia	Preußen	[PROIssen]
in the north above all Prussia,	im Norden vor allem Preußen,	

the south	der Süden	[ZÜHden]
Baden	Baden	[BAHden]
Württemberg	Württemberg	[VÜRtem-berk]
Bavaria	Bayern	[BAIern]
and in the south Baden, Württemberg, and Bavaria.	und im Süden Baden, Württemberg und Bayern.	
the capital ('head-city')	die Hauptſtadt	[HAUPT-shtatt]
the inhabitant ('in-dweller')	der Einwohner	[AIN-vohner]
The largest city in Germany is Berlin, the capital, with over four million inhabitants.	Die größte Stadt Deutſchlands iſt Berlin, die Hauptſtadt, mit über vier Millionen Einwohnern.	
the free-city	die Freiſtadt	[FRAI-shtatt]
Hamburg	Hamburg	[HAMM-burk]
The second biggest is the free city [of] Hamburg,	Die zweitgrößte iſt die Freiſtadt Hamburg,	
the world	die Welt	[VELT]
the port, harbor	der Hafen	[HAHfen]
a world-famous port on the Elbe.	ein weltberühmter Hafen an der Elbe.	

* * *

the mountain	der Berg,–e	[BERK]
the island	die Inſel,–n	[INzel]
the peninsula ('half-island')	die Halbinſel,–n	[HALP-inzel]
the continent	der Kontinent,–e	[KONtihnent]
the Atlantic	der Atlantik	[atLANtik]
the Mediterranean ('middle-sea')	das Mittelmeer	[MITTel-mehr]
the Pacific ('the still ocean')	der Stille Ozean	[OHtsehahn]

(For further geographical terms, see Supplementary Word List 2, p. 514.)

Section B—Word Study and Review of Basic Sentences

1. Word Study

A. THE WORD **ſelb**– 'SAME'

1	der**ſelb**e Mann	[dehr **ZELb**e MANN]		der **alt**e Mann
2	den**ſelb**en Mann	[dehn **ZELb**en MANN]	just like	den **alt**en Mann
3	dem**ſelb**en Mann	[dehm **ZELb**en MANN]		dem **alt**en Mann
4	des**ſelb**en Mannes	[dess **ZELb**en MANNes]		des **alt**en Mannes
	etc.	etc.		etc.

in der**ſelb**en Richtung	in the same direction
im **ſelb**en Land	in the same country
zur **ſelb**en Zeit	at the same time

The word ſelb– 'same' is a perfectly ordinary adjective. The only peculiar thing about it is that the Germans write it together with any form of the word der (derſelbe, dasſelbe, dieſelbe, etc.), except when a form of der is combined with a preposition (im ſelben, ins ſelbe, vom ſelben, etc.).

B. THE COMPARATIVE

verſchiedene **größer**e und **kleiner**e Länder	various *rather-large* and *rather-small* countries
eine **länger**e Zeit	a *rather-long* time
ein **älter**er Herr	a *rather-old* gentleman

You will recognize größer, kleiner, länger, and älter as the comparatives of the adjectives groß, klein, lang, and alt. Usually the comparative of an adjective means 'larg*er*, small*er*, long*er*, old*er*', etc. Quite often in German, however, the comparative means 'rather large, rather small', etc. (The meaning is much like English 'a *longish* time', 'an *oldish* person', or 'an *elderly* person'.)

C. THE POINTS OF THE COMPASS

Name	*Combining form*		*Examples*		
der Norden	Nord	[NORT-]	Nordamerika	[NORT-ahMEHrihkah]	'North America'
der Oſten	Oſt-	[OST-]	Oſtpreußen	[OST-proissen]	'East Prussia'
der Süden	Süd-	[ZÜHT-]	der Südoſten	[züht-OSten]	'the southeast'
der Weſten	Weſt-	[VEST-]	Weſtdeutſchland	[VEST-doitsh-lant]	'West Germany'

Adjectives		*Examples*	
nördlich	[NÖRT-lich]	der nördliche Teil der Stadt	'the northern part of the city'
öſtlich	[ÖST-lich]	nordöſtlich von Hamburg	'northeast of Hamburg'
ſüdlich	[ZÜHT-lich]	ſüdlich von den Alpen	'south of the Alps'
weſtlich	[VEST-lich]	30 Kilometer ſüdweſtlich von Berlin	'30 kilometers southwest of Berlin'

D. MAKING NEW WORDS

fallen	er fällt	fiel	iſt ge**fall**en	'fall'	der **Fall**,¨e	'fall, case'
fangen	er fängt	fing	ge**fang**en	'catch'	der **Fang**,¨e	'catch'
ich fange . . . an			**an**ge**fang**en	'begin'	der **Anfang**,¨e	'beginning'
finden		fand	ge**fund**en	'find'	der **Fund**,–e	'find'
gehen		ging	iſt ge**gang**en	'go, walk'	der **Gang**,¨e	'walk, gearshift speed'
					der Ein**gang**,¨e	'entrance'
					der Aus**gang**,¨e	'exit'
halten	er hält	hielt	ge**halt**en	'hold, stop'	der **Halt**,–e	'hold, halt'
hängen		hing	ge**hang**en	'be hanging'	der **Hang**,¨e	'slope, hillside'
laufen	er läuft	lief	iſt ge**lauf**en	'run'	der **Lauf**,¨e	'run'
rufen		rief	ge**ruf**en	'call'	der **Ruf**,–e	'call'
ich rufe . . . an			**an**ge**ruf**en	'call up'	der **Anruf**,–e	'telephone call'
ſchlafen	er ſchläft	ſchlief	ge**ſchlaf**en	'sleep'	der **Schlaf**	'sleep'
ſchlagen	er ſchlägt	ſchlug	ge**ſchlag**en	'hit, strike'	der **Schlag**,¨e	'blow, stroke'
ich ſchlage . . . vor			**vor**ge**ſchlag**en	'suggest'	der **Vorſchlag**,¨e	'suggestion'

ſchneiden		ſchnitt	ge**ſchnitt**en	'cut'	der **Schnitt**, –e	'cut'
ſpringen		ſprang	iſt ge**ſprung**en	'jump'	der **Sprung**, ⸚e	'jump'
ſtehen		ſtand	ge**ſtand**en	'stand'	der **Stand**, ⸚e	'stand'
ich ſtehe . . . auf			iſt **auf**ge**ſtand**en	'get up'	der **Aufſtand**, ⸚	'uprising'
treiben		trieb	ge**trieb**en	'carry on, impel'	der **Trieb**, –e	'impulse'
verſtehen		verſtand	**verſtand**en	'understand'	der **Verſtand**	'understanding'

Many der-nouns are made from strong verbs; they have the same stem as the participle of the verb. Notice that most of these nouns take umlaut in the plural.

brechen	er bricht	brach	iſt ge**broch**en	'break'	der **Bruch**, ⸚e	'break, rupture'
fliegen		flog	iſt ge**flog**en	'fly'	der **Flug**, ⸚e	'flight'
fließen		floß	iſt ge**floſſ**en	'flow'	der **Fluß**, ⸚e	'river'
ſchießen		ſchoß	ge**ſchoſſ**en	'shoot'	der **Schuß**, ⸚e	'shot'
ſprechen	er ſpricht	ſprach	ge**ſproch**en	'speak'	der **Spruch**, ⸚e	'saying'
ziehen		zog	ge**zog**en	'pull, draw'	der **Zug**, ⸚e	'train'
ich ziehe . . . an			**an**ge**zog**en	'put on'	der **Anzug**, ⸚e	'suit'

If the vowel of the participle is **o**, the noun has the vowel u.

liegen		**lag**	gelegen	'lie'	die **Lage**, –n	'position'
ich nehme . . . an		**nahm . . . an**	angenommen	'assume'	die **Annahme**, –n	'assumption'
ſprechen	er ſpricht	**ſprach**	geſprochen	'speak'	die **Sprache**, –n	'language'
tun		**tat**	getan	'do'	die **Tat**, –en	'deed'
meſſen	er mißt	**maß**	gemeſſen	'measure'	das **Maß**, –e	'measurement'
verbinden		**verband**	verbunden	'connect, tie up'	der **Verband**, ⸚e	'bandage'

Other nouns derived from strong verbs are made from the stem of the past.

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der Mund, ⸚er [MUNT, MÜNder] 'mouth (of a person)':

Die Weichſel **mündet** in die Oſtſee.	The Vistula flows (at its mouth) into the Baltic.
Danzig liegt an der **Mündung** der Weichſel.	Danzig lies at the mouth of the Vistula.

die Mitte, -n [MITTe] 'middle'; combining form Mittel- [MITTel-]:

das Mittelgebirge, - 'central mountain range'
das Mittelmeer 'the Mediterranean'
Mitteleuropa 'central Europe'
Mittelamerika 'Central America'

2. Covering English and German of Word Study

Give the English equivalents of all German expressions in the *Word Study* and the German for all the English. This is individual study.

3. Review of Basic Sentences

Further oral practice with the first part of the *Basic Sentences.*

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Further oral practice with the second part of the *Basic Sentences.*

2. Covering the English of Basic Sentences

Check your knowledge of the meaning of all words and phrases in the *Basic Sentences.* This is individual study.

3. What Would You Say?

Answer the following questions in German in full sentences. Practice your answers until you know them cold.

1. Wo liegt Deutſchland in Europa?
2. Gehört es zum Oſten oder zum Weſten?
3. Mit wievielen Ländern hatte Deutſchland vor Hitler gemeinſame Grenzen?
4. Wie weit erſtreckt ſich das heutige Großdeutſchland?
5. Wo grenzt Deutſchland ans Meer?
6. Wie heißen die zwei Seen, an die Deutſchland grenzt?
7. Wo iſt Deutſchland flach?
8. Wie heißt der nördliche Teil Deutſchlands?
9. Wie heißen die vier Hauptflüſſe Deutſchlands?
10. In welcher Richtung fließen ſie?
11. Wofür ſind ſie von großer Bedeutung?
12. Wo liegt die Weichſel?
13. In welchem Gebirge entſpringt ſie?
14. In welcher Richtung fließt ſie?
15. Wo mündet ſie?

16. Welche Stadt liegt an der Mündung der Weichſel?
17. Wie heißt der fünfte Hauptfluß Deutſchlands?
18. Wo entſpringt ſie?
19. In welcher Richtung fließt ſie?
20. Wo mündet ſie? (das Schwarze Meer)
21. Woraus beſtand Deutſchland vor Hitler?
22. Wie heißt das größte Land in Norddeutſchland?
23. Wie heißen die drei größten Länder in Süddeutſchland?
24. Was iſt Berlin, und wieviele Einwohner hat es?
25. Was iſt Hamburg, und wo liegt es?

SECTION D—LISTENING IN

1. What Did You Say?

With the other members of the group, give orally your responses to the previous exercise as the Leader calls for them.

2. Word Study Check-up

Give the German for all English equivalents in the *Word Study* as the Leader calls for it.

3. Listening In

1. Herr Fiſcher (F.) ſteht vor der Tür ſeines Hauſes und wartet auf eine Taxe. Herr Müller (M.) kommt und ſpricht mit ihm.

M: Was machen Sie denn da mit all den Koffern?
Wollen Sie verreiſen?

F: Ja, ich will ins Gebirge zum Schilaufen fahren.

M: Könnten Sie denn das nicht auch hier in der Nähe machen?

F: Nein, hier iſt es viel zu flach dazu.
Zum Schilaufen braucht man Berge,
in der Ebene macht das keinen Spaß.

M: Laufen Sie gut?

F: Nein, jetzt nicht mehr.
Aber als ich klein war, wohnten wir in Süddeutſchland,
und da ſind wir faſt jedes Wochenende in die Alpen gefahren.
Donnerwetter, ſind das Berge!
Treiben Sie denn keinen Winterſport?

M: Nein, mein Lieblingsſport iſt Schwimmen.

F: Wo ſchwimmen Sie denn, in dem Fluß hier in der Nähe?

M: Ja, aber ich fahre am liebſten an die Oſtſee.
Es iſt herrlich, dort am Strand in der Sonne zu liegen.
Ich habe überhaupt den Sommer am liebſten.

F: Na, der Winter iſt gut genug für mich.
Ach, da kommt ſchon meine Taxe.
Könnten Sie bitte den kleinen Koffer dort zur Taxe bringen?
Ich nehme dieſe beiden hier.

M: Ja, gerne.
Alſo auf Wiederſehen!
Und viel Vergnügen beim Schilaufen!

2. Hans (H.) und Paul (P.) ſehen ſich eine Karte von Europa an.

H: Paul, was iſt die Donau?

P: Die Donau iſt der größte Fluß Mitteleuropas.
Sie entſpringt im Schwarzwald,
fließt in öſtlicher Richtung durch ſieben verſchiedene Länder
und mündet in das Schwarze Meer.

H: Donnerwetter! Sie reden ja wie ein Buch!
Ich muß Sie etwas anderes fragen.
Wo liegt die Weſer?

P: Die Weſer liegt öſtlich der deutſchpolniſchen Grenze.
Sie entſpringt in den Karpathen, —

H: Nein, halt! Falſch! Falſch!
Das iſt die Weichſel, nicht die Weſer.
Die Weſer entſpringt im deutſchen Mittelgebirge.

P: Ach ſo, ja, richtig.
Alſo, wenn Sie ſo viel von der Weſer wiſſen,
können Sie mir vielleicht ſagen, wo ſie mündet?

H: Ja, natürlich. Sie mündet in die Oſtſee.

P: Nein, das iſt auch falſch!
Die Weichſel und die Oder münden in die Oſtſee.
Die Weſer mündet in die Nordſee.

H: Alſo jetzt will ich Sie wieder etwas fragen.
Wie heißt die Inſel, die den Atlantik von der Nordſee trennt?

P: Eine Inſel, die zwiſchen dem Atlantik und der Nordſee liegt?

H: Ja. Wie heißt ſie?

P: Das weiß ich nicht.

H: Die Inſel heißt England, natürlich.
Gott, ſind Sie aber dumm!

3. Meyer (M.) und Schmidt (S.) ſprechen über ihre Pläne für den Sommer.

M: Hans hat mir erzählt, Sie wollen eine Reiſe nach Europa machen.
Stimmt das?

S: Ja, ich fahre nächſte Woche mit dem Schiff von New York ab.

M: Waren Sie ſchon mal in Europa?

S: Ja, als ich ganz klein war,
haben meine Eltern mich mal nach Deutſchland mitgenommen.
Wir fuhren in den Schwarzwald, um meine Großeltern zu ſehen.

M: Wo liegt eigentlich der Schwarzwald?

S: Der Schwarzwald iſt ein Gebirge in Südweſtdeutſchland, nicht weit vom Rhein.
Es iſt wirklich wunderſchön dort.
Man kann wunderbare Spaziergänge machen,
oder an den Rhein zum Schwimmen fahren.
Was machen Sie denn dieſen Sommer?

M: Meine Eltern haben ein Sommerhaus an der See.
Da fahren wir jeden Sommer hin.
Na, dann viel Vergnügen auf Ihrer Reiſe,
und ſchreiben Sie mir mal eine Karte von Europa!

S: Selbſtverſtändlich.
Und ich wünſche Ihnen auch viel Vergnügen!

SECTION E—CONVERSATION

1. Covering the German of Basic Sentences

With the German covered, practice until you can speak the German for each English sentence without hesitation. This is individual study.

2. Vocabulary Check-up

Give the German for all English sentences in the *Basic Sentences* as the Leader calls for it.

3. Conversation

Suggested Topics:

1. Ask a friend about the geography of Germany: where it is located, what its main rivers are, the names and locations of its two largest cities, where it is mountainous and where flat, and what bodies of water it borders on.
2. Ask someone to tell you all he knows about the Rhine (rises in the Alps, flows north and northwest, empties into the North Sea); the Weser (rises in the mountains of central Germany, flows northwest into the North Sea); the Oder (rises in the Carpathians, flows through eastern Germany, empties into the Baltic). Then you tell him what you know about the Vistula and the Danube.
3. Tell what you can about the geography of your home town: where it is located (so-and-so many kilometers southeast of such-and-such); whether it lies in a plain or in the mountains; what rivers and lakes are near it; etc.
4. Tell a German about the geography of America: it is bounded by Canada (Kanada [KANNahdah]) in the north, the Atlantic in the east, Mexico (Mexiko [MEKsihkoh]) in the south, and the Pacific in the west; there are mountains in the east and west, but a very large lowland in the middle, through which the Mississippi (der Miſſiſſippi) flows; etc. Then tell him where your home town is located.

SECTION F—CONVERSATION (*Cont.*)

Continue conversation: Additional check-up if necessary.

FINDER LIST

die Bedeutung,-en [be-DOItung] 'meaning, significance'

der Berg,-e [BERK] 'mountain'

beſtehen (beſtand, beſtanden) [be-SHTEHen, be-SHTANT, be-SHTANden]: es beſteht aus 'it consists of'

bilden [BILden] 'form'

die Ebene,-n [EHbene] 'plain'

der Einwohner,– [AIN-vohner] 'inhabitant'

entſpringen (entſprang, iſt entſprungen) [ent-SHPRINGen, ent-SHPRANG, ent-SHPRUNGen] 'rise (as a river at its source)'

erſtrecken [er-SHTRECKen]: es erſtreckt ſich 'it extends'

flach [FLAKH] 'flat, shallow'

fließen (floß, iſt gefloſſen) [FLIHssen, FLOSS, ge-FLOSSen] 'flow'

der Fluß,⸚e [FLUSS, FLÜSSe] 'river'

die Freiſtadt,⸚e [FRAI-shtatt, -shtehte] 'free city'

das Gebirge,– [ge-BIRge] 'the mountains, mountainous area, mountain range'

gemeinſam [ge-MAIN-zahm] 'mutual, common'

die Geographie,-n [gehohgrahFIH] 'geography'; geographiſch [gehohGRAHfish] 'geographic'

die Grenze,-n [GRENtse] 'border, boundary'; es grenzt an (plus form 2) 'it borders on, is bounded by'

der Hafen,⸚ [HAHfen, HEHfen] 'port, harbor'

die Halbinſel,-n [HALP-inzel] 'peninsula'

der Handel,⸚ [HANdel, HENdel] 'commerce, trade'

der Handelsverkehr [HANdelss-fer-kehr] 'commercial traffic'

die Hauptſtadt,⸚e [HAUPT-shtatt, -shtehte] 'capital (city)'

das Herz: forms 1, 2 Herz, 3 Herzen, 4 Herzens; pl. Herzen [HERTS] 'heart'

heutig [HOItich] 'pertaining to today'

Hitler: Adolf Hitler [AHdolf HITler]

die Inſel,–n [INzel] 'island'

klar [KLAHR] 'clear'

der Kontinent,–e [KONtihnent] 'continent'

der Korridor,–e [KORRihdohr] 'corridor'

die Lage,–n [LAHge] 'position'

das Meer,–e [MEHR] 'sea, ocean'

Mittel– [MITTel]: combining form of die Mitte,–n 'middle': das Mittelgebirge 'central mountain range'; Mitteleuropa 'central Europe'; etc.

münden (iſt gemündet) [MÜNden] 'flow into (as a river at its mouth)'; die Mündung,–en [MÜNdung] 'river mouth'

der Norden [NORden] 'north'; combining form Nord–; nördlich [NÖRT-lich] 'northern, to the north'

der Oſten [OSten] 'east'; combining form Oſt–; öſtlich [ÖST-lich] 'eastern, to the east'

der Ozean,–e [OHtsehāhn] 'ocean'

die Richtung,–en [RICHtung] 'direction'

die See,–n [ZEH, ZEHen] 'sea' (contrast der See,–n 'lake')

ſelb– [ZELP-] 'same'; derſelbe, dasſelbe, dieſelbe, etc.

ſogar [zoh-GAHR] 'even'

ſogenannt [ZOH-ge-NANNT] 'so-called'

der Staat,–en [SHTAHT] 'state'

ſtill [SHTILL] 'still, quiet'

der Süden [ZÜHden] 'south'; combining form Süd–; ſüdlich [ZÜHT-lich] 'southern, to the south'

der Teil,–e [TAIL] 'part'

tief [TIHF] 'deep'

die Tiefebene,–n [TIHF-ehbene] 'lowland plain'

trennen [TRENNen] 'separate, divide'

der Wald,⸗er [VALT, VELder] 'forest, woods'

die Welt,–en [VELT] 'world'

weltberühmt [VELT-be-rühmt] 'world famous'

der Weſten [VESten] 'west'; combining form Weſt–; weſtlich [VEST-lich] 'western, to the west'

zwar: und zwar 'and now-I'm-going-into-details, namely'

Place Names

Alpen [ALpen] 'Alps'; Voralpen [FOHR-alpen] 'foothills of the Alps'

der Atlantik [atLANtik] 'Atlantic'

(das) Baden [BAHden] 'Baden'

der Balkan [BALkahn] 'the Balkan area'

(das) Bayern [BAIern] 'Bavaria'

(das) Danzig [DANtsich] 'Danzig'

die Donau [DOHnau] 'Danube'

die Elbe [ELbe] 'Elbe'

(das) Europa [oiROHpah] 'Europe'

(das) Großdeutſchland [GROHSS-doitsh-lant] 'Greater Germany'

(das) Hamburg [HAMM-burk] 'Hamburg'

Karpathen [karPAHten] 'Carpathians'

das Mittelmeer [MITTel-mehr] 'Mediterranean'

die Nordſee [NORT-zeh] 'North Sea'

die Oder [OHder] 'Oder'

die Oſtſee [OST-zeh] 'Baltic'

(das) Polen [POHlen] 'Poland'; polniſch [POLnish] 'Polish'; der Polniſche Korridor 'the Polish Corridor'

(das) Preußen [PROIssen] 'Prussia'

der Rhein [RAIN] 'Rhine'

der Schwarzwald [SHVARTS-valt] 'Black Forest'

der Stille Ozean [SHTILLe OHtsehahn] 'the Pacific Ocean'

die Weichſel [VAIKsel] 'Vistula'

die Weſer [VEHzer] 'Weser'

(das) Württemberg [VÜRtem-berk] 'Württemberg'

UNIT 26

HISTORY AND GOVERNMENT

SECTION A—BASIC SENTENCES

appear	erſcheinen	[er-SHAInen]
A. D. ('after Christ')	nach Chriſtus	[KRIStus]
the history, story	die Geſchichte	[ge-SHICHte]
Germany appears in history for the first time in the year 9 A. D.	Deutſchland erſcheint im Jahre 9 n. Chr. zum erſtenmal in der Geſchichte.	
the Roman	der Römer	[RÖHmer]
Arminius ('Hermann the Cheruscan')	Hermann der Cherusker	[HERR-mann dehr cheRUSker]
the battle	die Schlacht	[SHLAKHT]
Teutoburg	Teutoburg	[TOItoh-burk]
beat, vanquish	beſiegen	[be-ZIHgen]
In this year the Romans were ('became') beaten by Arminius in the battle of the Teutoburg Forest.	In dieſem Jahre wurden die Römer von Hermann dem Cherusker in der Schlacht im Teutoburger Wald beſiegt.	
Charlemagne ('Karl the Great')	Karl der Große	[KARL]
found	begründen	[be-GRÜNden]
The first German Reich was ('became') founded by Charlemagne,	Das erſte deutſche Reich wurde von Karl dem Großen begründet,	
the Pope	der Papſt	[PAHPST]
crown	krönen	[KRÖHnen]
who was crowned (to) the first German emperor by the Pope in the year 800.	der im Jahre 800 vom Papſt zum erſten deutſchen Kaiſer gekrönt wurde.	

during (plus form 4)	während	[VEHrent]
the Middle Age[s]	das Mittelalter	[MITTel-alter]
unified, uniform	einheitlich	[AIN-hait-lich]
During the whole [of the] Middle Ages Germany was not a unified state.	Während des ganzen Mittelalters war Deutſchland kein einheitlicher Staat.	
individual, single	einzeln	[AINtseln]
It consisted only of individual countries,	Es beſtand nur aus einzelnen Ländern,	
holy	heilig	[HAIlich]
Roman	römiſch	[RÖHmish]
which were all members of the Holy Roman Empire.	die alle Mitglieder des Heiligen Römiſchen Reiches waren.	
political	politiſch	[pohLIHtish]
the unit	die Einheit	[AIN-hait]
Not until 1871 did Germany become ('became out of Germany') a political unit,	Erſt 1871 wurde aus Deutſchland eine politiſche Einheit,	
Bismarck	Bismarck	[BISS-mark]
after the second Reich had been founded by Bismarck.	nachdem das zweite Reich von Bismarck begründet worden war.	
central	zentral	[tsenTRAHL]
the power	die Macht	[MAKHT]
allied	alliiert	[allihIHRT]
In the first World War Germany fought as one of the Central Powers against the Allies ('allied ones').	Im erſten Weltkrieg kämpfte Deutſchland als eine der Zentralmächte gegen die Alliierten.	
The war was won by the Allies,	Der Krieg wurde von den Alliierten gewonnen,	

lost (past of verlieren)	verlor	[fer-LOHR]
the peace	der Frieden	[FRIHden]
the treaty	der Vertrag	[fer-TRAHK]
Versailles	Verſailles	[verSAI]
the area, territory	das Gebiet	[ge-BIHT]
and Germany lost in the peace treaty of Versailles about an eighth of its territory.	und Deutſchland verlor im Friedensvertrag von Verſailles etwa ein Achtel ſeines Gebietes.	
Weimar	Weimar	[VAImahr]
the constitution	die Verfaſſung	[fer-FASSung]
democratic	demokratiſch	[dehmohKRAHtish]
the government	die Regierung	[rehGIHrung]
Under the Weimar constitution Germany got for the first time a democratic government.	Unter der Weimarer Verfaſſung bekam Deutſchland zum erſtenmal eine demokratiſche Regierung.	
the twenties	die zwanziger Jahre	[TSVANtsiger]
national	national	[nahtsyohNAHL]
socialist(ic)	ſozialiſtiſch	[zohtsyahLIStish]
the (political) party	die Partei	[parTAI]
In the twenties the National Socialist German Workers Party became stronger and stronger ('always stronger'),	In den zwanziger Jahren wurde die Nationalſozialiſtiſche Deutſche Arbeiterpartei immer ſtärker,	
until it came into ('up-to the') power in 1933.	bis ſie 1933 an die Macht kam.	
the leader	der Führer	[FÜHrer]
the chancellor	der Kanzler	[KANtsler]
The leader of this party, Adolf Hitler, became chancellor (of the Reich)	Der Führer dieſer Partei, Adolf Hitler, wurde Reichskanzler	

and founded the so-called Third Reich.	und begründete das ſogenannte Dritte Reich.	
the republic	die Republik	[rehpuhBLIHK]
I do-away-with	ich ſchaffe . . . ab	[SHAFFe]
The republic was done away with	Die Republik wurde abgeſchafft	
the dictatorship	die Diktatur	[diktahTUHR]
I introduce ('lead in')	ich führe . . . ein	[FÜHre]
and a dictatorship (was) introduced.	und eine Diktatur (wurde) eingeführt.	
unite	vereinigen	[fer-AInigen]
the nation	die Nation	[nahTSYOHN]
the axis	die Achſe	[AKse]
Now a second World War is being fought, the United Nations against the Axis.	Jetzt wird ein zweiter Weltkrieg gekämpft, die Vereinigten Nationen gegen die Achſe.	
the Nazi	der Nazi	[NAHtsih]
conquer	erobern	[er-OHbern]
In the first three years almost all [of] Europe was conquered by the Nazis.	In den erſten drei Jahren wurde faſt ganz Europa von den Nazis erobert.	
attacked (part. of ich greife . . . an*)*	angegriffen	[ANN-ge-griffen]
Today, however, they are being attacked from all sides—	Heute werden ſie aber von allen Seiten angegriffen—	
from (without moving from a place)	von . . . aus	
on the eastern front, in Italy, and from the air.	an der Oſtfront, in Italien und von der Luft aus.	
the opening	die Eröffnung	[er-ÖFFnung]
the question	die Frage	[FRAHge]
The opening of a second front in the west is only (yet) a question of (the) time.	Die Eröffnung einer zweiten Front im Weſten iſt nur noch eine Frage der Zeit.	

* * *

American	amerikaniſch	[ahmehrihKAHnish]
European	europäiſch	[oirohPEHish]
the president	der Präſident,-en,-en	[prehzihDENT]
the century ('year-hundred')	das Jahrhundert,-e	[yahr-HUNdert]
I stop	ich höre . . . auf	[HÖHre]

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study

A. THE PASSIVE PHRASE

Active

Doer	*Action*	*Doer*	*Action*
Louis	**ſchlägt** Schmeling **k. o.**	Louis	**knocks out** Schmeling.
Ich	muß das Öl **wechſeln.**	I	must **change** the oil.
Karl der Große	**begründete** das erſte Reich.	Charlemagne	**founded** the first Reich.
Die Alliierten	**gewannen** den Krieg.	The Allies	**won** the war.

In an ACTIVE construction, the subject of the sentence DOES some sort of action.

Passive

Undergoer	*Action*	*Undergoer*	*Action*
Schmeling	**wird** k. o. **geſchlagen.**	Schmeling	**gets knocked out.**
Das Öl	muß **gewechſelt werden.**	The oil	must **be changed.**
Das erſte Reich	**wurde** von Karl dem Großen **begründet.**	The first Reich	**was founded** by Charlemagne.
Der Krieg	**wurde** von den Alliierten **gewonnen.**	The war	**was won** by the Allies.

In a PASSIVE construction, the subject of the sentence UNDERGOES some sort of action; that is, **it** doesn't do the action, but rather the action is done to it.

Our English passive phrase consists of a form of *be* lus a participle: *the oil must* **be** *changed, the war* **was** *on*, etc.; or, somewhat slangily, of a form of *get* plus participle: *Schmeling* **gets** *knocked out, Hans* **got** *ounded*, etc.

The German passive phrase always consists of a orm of werden plus a participle: das Öl muß gewechſelt **erden,** der Krieg **wurde** gewonnen, Schmeling **wird k.o.** eſchlagen, Hans **wurde** verwundet, etc.

An English phrase like *he was wounded* is ambiguous. It may be a passive (meaning 'he *got* wounded'); or it may be just a form of the verb *be* plus a participle used as an adjective ('when I saw him, he was wounded', like 'he was sick'). The German is always clear: er **wurde** verwundet is a passive; er **war** verwundet is simply a form of ſein 'be' plus a participle used as an adjective.

Er iſt krank **geworden.**	He got, became sick.
Er iſt verwundet **worden.**	He got wounded.

The usual participle of werden is geworden. But when werden is used to form the passive phrase, its participle mits the usual ge-.

B. FORM 3 IN THE SINGULAR OF der- AND das-WORDS

das Jahr:	im **Jahre** 9 n. Chr.	in the year 9 A.D.
das Haus:	er iſt zu **Hauſe**	he is at home
	er geht nach **Hauſe**	he's going home
der Tag:	am **Tage**	in the daytime

One-syllable der- and das-words have an optional end- ng -e in form 3 of the singular. This ending is fairly ommon in writing and in very formal speech; in ordinary speech it is used only in a few fixed expressions like the ones above.

C. TO BE 'CROWNED EMPEROR, ELECTED PRESIDENT', ETC.

Er wurde **zum Kaiſer** gekrönt.	He was crowned (to the) emperor.
Sie wählten ihn **zum Präſidenten.**	They elected him (to the) president.
Sie machten ihn **zum Führer.**	They made him (to) the leader.

D. 'THE TWENTIES', ETC.

die **zwanziger** Jahre	the twenties
in den **dreißiger** Jahren	in the thirties
ein Mann in den **Vierzigern**	a man in his ('the') forties
uſw.	etc.

E. MAKING NEW WORDS

eben 'level'	die Ebene 'plain'	ein 'one'	die Einheit 'unit'
groß 'big'	die Größe 'size'	frei 'free'	die Freiheit 'freedom'
nahe 'near'	die Nähe 'nearness'	krank 'sick'	die Krankheit 'sickness'

Nouns are made from adjectives in two main ways: either by adding –e, with umlaut if possible; or by adding –heit. All such nouns are die words, and form their plural (if they have one) by adding –n or –en. Can you identify the adjectives from which the following nouns are made?

Fläche 'surface'
Güte 'goodness'
Härte 'hardness'
Kälte 'cold'
Kürze 'shortness'
Länge 'length'
Leere 'emptiness'

Liebe 'love'
Röte 'redness'
Schwäche 'weakness'
Stärke 'strength'
Stille 'silence'
Tiefe 'depth'
Wärme 'warmth'

Beſtimmtheit 'definiteness'
Betrunkenheit 'drunkenness'
Dummheit 'stupidity'
Dunkelheit 'darkness'
Einfachheit 'simplicity'
Gemeinheit 'meanness'
Geſundheit 'health'

Klarheit 'clarity'
Knappheit 'scarcity'
Mehrheit 'majority'
Schönheit 'beauty'
Seltenheit 'rarity'
Sicherheit 'certainty'
Wahrheit 'truth'

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greifen	griff	ge**griff**en 'seize, grasp'	der **Griff**,–e 'handle'
ich greife . . . an		**ang**e**griff**en 'attack'	der **Angriff,**–e 'attack'

offen [OFFen] 'open' (as Die Tür iſt offen 'the door is open'):
öffnen [ÖFFnen] '(to) open (a door, etc.)'; die Öffnung,–en 'opening, aperture'
eröffnen [er-ÖFFnen] '(to) open (a meeting, etc.)'; die Eröffnung,–en 'opening, disclosure'
der Sieg,–e [ZIHK] 'victory'; beſiegen [be-ZIHgen] 'be victorious over, vanquish'

2. Covering English and German of Word Study

Give the English equivalents of all German expressions in the *Word Study* and the German for all the English. This is individual study.

3. Review of Basic Sentences

Further oral practice with the first part of the *Basic Sentences.*

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Further oral practice with the second part of the *Basic Sentences.*

2. Covering the English of Basic Sentences

Check your knowledge of the meaning of all words and phrases in the *Basic Sentences.* This is individual study.

3. What Would You Say?

The following sentences are in the passive; change them to the active. Sample question: Die Römer wurden von Hermann dem Cherusker beſiegt 'the Romans were beaten by Arminius.' Sample answer: Hermann der Cherusker eſiegte die Römer 'Arminius beat the Romans.'

1. Das erſte deutſche Reich wurde von Karl dem Großen begründet.
2. Karl der Große wurde vom Papſt gekrönt.
3. Das zweite Reich wurde 1871 von Bismarck begründet.
4. Der erſte Weltkrieg wurde von den Alliierten gewonnen.
5. Die Weimarer Republik wurde von Hitler abgeſchafft.
6. Der zweite Weltkrieg wurde 1939 von Deutſchland angefangen.
7. Am 1. September 1939 wurde Polen von den deutſchen Truppen angegriffen.
8. In den erſten drei Jahren des Krieges wurde faſt ganz Europa von den Nazis erobert.

The following sentences are in the active; change them to the passive. Sample question: Hitler führte eine Diktatur in 'Hitler introduced a dictatorship.' Sample answer: Eine Diktatur wurde von Hitler eingeführt 'a dictatorship was ntroduced by Hitler.'

9. Louis ſchlug Schmeling k. o.
10. Die Alliierten beſiegten die Zentralmächte im erſten Weltkrieg.
11. Die Zentralmächte verloren den Krieg.
12. Die Nazis begründeten das ſogenannte Dritte Reich.
13. Hitler ſchaffte alle anderen politiſchen Parteien ab.
14. Die deutſchen Truppen eroberten Polen in ein paar Wochen.
15. England und Amerika werden bald eine zweite Front eröffnen.
16. Die Vereinigten Nationen müſſen dieſen Krieg gewinnen.

SECTION D—LISTENING IN

1. What Did You Say?

With the other members of the group give orally your responses to the previous exercise as the Leader calls for them.

2. Word Study Check-up

Give the German for all English equivalents in the *Word Study* as the Leader calls for it.

3. Listening In

1. Hans (H.) und Karl (K.) ſprechen zuſammen am Telephon.

H: Haben Sie Luſt, mit mir zuſammen ins Kino zu gehen?
K: Luſt hätte ich ſchon,
aber ich habe keine Zeit.
Ich muß noch für morgen Geſchichte arbeiten.
H: Amerikaniſche Geſchichte?
K: Nein, europäiſche.
Und europäiſche Geſchichte iſt furchtbar ſchwer.
Kaum iſt ein Krieg zu Ende, fängt auch ſchon ein neuer an.
H: Ja, müſſen Sie denn all die Kriege lernen?
K: Aber natürlich!
Wann ſie angefangen und aufgehört haben,
wer gegen wen gekämpft hat,
die Friedensverträge, die neuen Grenzen—
es iſt furchtbar!
H: Alles, was ich noch aus der Geſchichte weiß, iſt das Heilige Römiſche Reich,
aber genau erinnere ich mich daran auch nicht mehr.
K: Warten Sie mal—
Das Heilige Römiſche Reich fing mit Karl dem Großen an,
als er 800 in Rom zum erſten deutſchen Kaiſer gekrönt wurde.
Wiſſen Sie, Hans, die Geſchichte des 19. Jahrhunderts iſt gar nicht ſo ſchwer,
aber vom Mittelalter weiß ich immer noch furchtbar wenig.
H: Na, ich finde, Sie wiſſen ſehr viel.
Wenigſtens reden Sie wie ein Buch.
K: Ich glaube, ich gehe doch mit Ihnen ins Kino.
Danach kann ich ſicher viel beſſer arbeiten.

2. Die Geſchichte Deutſchlands vom Verſailler Vertrag bis heute.

Am 11. November 1918, morgens um 11 Uhr, hörte der erſte Weltkrieg auf. Deutſchland hatte den Krieg als eine der Zentralmächte gegen die Alliierten gekämpft und verloren. Der deutſche Kaiſer, Wilhelm II. („der Zweite“), ging nach Holland, und eine neue, demokratiſche Regierung kam an die Macht. Die neue Verfaſſung wurde in Weimar geſchrieben, einer kleinen aber berühmten Stadt in Mitteldeutſchland. Man ſpricht daher von der „Weimarer Verfaſſung“, und die Republik heißt auch die „Weimarer Republik“.

Unter der Weimarer Republik gab es in Deutſchland nicht weniger als dreißig verſchiedene politiſche Parteien. Eine dieſer Parteien, die erſt die „Deutſche Arbeiterpartei“, ſpäter die „Nationalſozialiſtiſche Deutſche Arbeiterpartei“ hieß, wurde 1918 begründet. Eins ihrer früheſten Mitglieder war ein Mann namens Adolf Hitler, der ſehr bald Führer der Partei wurde. Schon 1923 verſuchte dieſe Partei in München an die Macht zu kommen. Sieben Parteimitglieder ſtarben in einem Straßenkampf; einige andere, unter ihnen auch Hitler, wurden verhaftet.

In den nächſten zehn Jahren gewannen die Nazis immer mehr Mitglieder, bis ſie 1932 die ſtärkſte Partei in Deutſchland waren. Am 30. Januar 1933 kamen ſie an die Macht, und Hitler wurde Reichskanzler. Eine Diktatur wurde eingeführt, alle anderen politiſchen Parteien wurden abgeſchafft, und damit war die Weimarer Republik zu Ende. Im Sommer 1934 ſtarb Paul von Hindenburg, der 1925 und dann wieder 1932 zum Präſidenten der Republik gewählt worden war. Kein neuer Präſident wurde gewählt; Hitler, der ſchon Führer und Reichskanzler war, machte ſich jetzt auch zum Präſidenten.

Der zweite Weltkrieg fing am 1. September 1939 an, als Hitler Polen angriff. Sein Plan war, Deutſchland zum ſtärkſten Land der Welt zu machen. Am Anfang ging alles gut: die deutſchen Truppen gewannen eine Schlacht nach der anderen, bis ſie faſt ganz Europa erobert hatten. Heute iſt es aber ſchon klar, daß Deutſchland den Krieg früher oder ſpäter verlieren muß. Die Alliierten haben halb Italien erobert, die Nazis haben große Gebiete im Oſten verloren, und mit der Eröffnung einer zweiten Front im Weſten wird der Krieg für Hitler veloren ſein.

SECTION E—CONVERSATION

1. Covering the German of Basic Sentences

With the German covered, practice until you can speak the German for each English sentence without hesitation. This is individual study.

2. Vocabulary Check-up

Give the German for all English sentences in the *Basic Sentences* as the Leader calls for it.

3. Conversation

Suggested Topics:

1. Quiz a friend on the early history of Germany. Ask him (1) when Germany first appears in history; (2) what happened in that year; (3) who founded the first Reich; (4) when, where, and by whom this man was crowned; (5) what Germany consisted of during the Middle Ages; and (6) when and by whom Germany was first united.
2. Discuss with a friend the history of Germany during and after World War I: who fought in the war; when the war ended; where the peace treaty was made; what Germany lost by the treaty; where the new German constitution was written; and what kind of government it gave Germany.
3. Describe the rise of the Nazi party: when it was founded; who became its leader; what happened in 1923; when the party became the strongest one in Germany; and what happened on January 30, 1933.
4. Describe the course of World War II to date: i began when the Nazis attacked Poland on Sept. 1 1939; on Sept. 3 England declared war on Germany (England erklärte Deutſchland den Krieg); the Nazis conquered Poland in a few weeks; Hitler's plan was to make Germany the strongest country in the world; in the first three years the German troops won one battle after another, until they had conquered almost all of Europe. Then tell what happened since then.
5. Tell a foreigner about the United States (die Vereinigten Staaten): where it (German 'they') is located geographically; what it consists of (48 states); each state has a capital city (give examples); the capital of the national government is Washington; when our constitution was written (1787); what kind of government it gives us.

SECTION F—CONVERSATION (*Cont.*)

Continue conversation. Additional check-up if necessary.

FINDER LIST

die Achſe, -n [AKse] 'axis'

alliieren [allihIHren] 'ally'; der Alliiert- 'ally'

amerikaniſch [ahmehrihKAHnish] 'American'

begründen [be-GRÜNden] 'found, establish'

beſiegen [be-ZIHgen] 'beat, vanquish'

Bismarck [BISS-mark]: Otto von Bismarck, 1815-98; German Chancellor 1871-1890 (der) Chriſtus [KRĪStus] 'Christ'; v. Chr. (vor Chriſtus) 'B.C.'; n. Chr. (nach Chriſtus) 'A.D.'

demokratiſch [dehmohKRAHtish] 'democratic'

die Diktatur, -en [diktahTUHR] 'dictatorship'

die Einheit, -en [AIN-hait] 'unit'; einheitlich 'unified, uniform'

einzeln [AINtseln] 'individual, single'

erobern [er-OHbern] 'conquer (territory)'

eröffnen [er-ÖFFnen] 'open'; die Eröffnung, -en 'opening'

erſcheinen (erſchien, iſt erſchienen) [er-SHAInen, er-SHIHN, er-SHIHnen] 'appear, come into view'

europäiſch [oirohPEHish] 'European'

die Frage, -n [FRAHge] 'question'

der Frieden, - [FRIHden] 'peace'

der Friedensvertrag, -̈e [FRIHdenss-fer-trahk, -trehge] 'peace treaty'

führen [FÜHren] 'lead'; ich führe . . . ein 'I introduce'; der Führer, - 'leader'

das Gebiet, -e [ge-BIHT] 'area, territory'

die Geſchichte, -n [ge-SHICHte] 'history, story'

greifen (griff, gegriffen) [GRAIfen, GRIFF, ge-GRIFFen] 'seize, grasp'; ich greife . . . an 'I attack'

heilig [HAIlich] 'holy'

(der) Hermann, -s [HERR-mann] 'Herman'; Hermann der Cherusker [cheRUSker] 'Arminius'

hören: ich höre . . . auf 'I stop'

das Jahrhundert, -e [yahr-HUNdert] 'century'

der Kanzler, - [KANtsler] 'chancellor'

(der) Karl, -s [KARL] 'Charles'; Karl der Große 'Charlemagne'

die Krone, -n [KROHne] 'crown'; krönen [KRÖHnen] 'crown'

die Macht, -̈e [MAKHT, MECHte] 'might, power'

das Mittelalter [MITTel-alter] 'Middle Ages'

die Nation, -en [nahTSYOHN] 'nation'; national [nahtsyohNAHL] 'national'

nationalſozialiſtiſch [nahtsyohNAHL-zohtsyahlistish] 'National Socialist'; die Nationalſozialiſtiſche Deutſche Arbeiterpartei 'National Socialist German Workers Party' (abbrev.: die NSDAP [ENN ESS DEH AH PEH]) der Nazi, -s [NAHtsih] 'Nazi', short for der Nationalſozialiſt, -en, -en [nahtsyohNAHL-zohtsyahlist] 'National Socialist (man)'

der Papſt, ¨e [PAHPST, PEHPste] 'pope'

die Partei, -en [parTAI] '(political) party'

politiſch [pohLIHtish] 'political'

der Präſident, -en, -en [prehzihDENT] 'president'

die Regierung, -en [rehGIHrung] 'government'

der Reichskanzler, - [RAICHS-kantsler] 'Reich Chancellor'

die Republik, -en [rehpuhBLIHK] 'republic'

(das) Rom [ROHM] 'Rome'; der Römer, - [RÖHmer] 'Roman (man)'; römiſch [RÖHmish] 'Roman'

ſchaffen [SHAFFen] 'accomplish, get done'; ich ſchaffe . . . ab 'I do away with'

die Schlacht, -en [SHLAKHT] 'battle'

ſozialiſtiſch [zohtsyahLIStish] 'socialistic'

(das) Teutoburg [TOItoh-burk] 'Teutoburg'; der Teutoburger Wald: forest in northwestern Germany

vereinigen [fer-AInigen] 'unite'; die Vereinigten Staaten von Amerika 'the United States of America'

die Verfaſſung, -en [fer-FASSung] 'constitution'

verlieren (verlor, verloren) [fer-LIHren, fer-LOHR, fer-LOHren] 'lose'

(das) Verſailles [verSAI] 'Versailles', French city southwest of Paris where the peace treaty was signed in 1919

der Vertrag, ¨e [fer-TRAHK, -TREHge] 'treaty'

während [VEHrent] (plus form 4) 'during'

(das) Weimar [VAImahr] 'Weimar', city in central Germany where the 1919 constitution was written

der Weltkrieg, -e [VELT-krihk] 'World War'

zentral [tsenTRAHL] 'central'

Zentralmächte [tsenTRAHL-mechte] 'Central Powers'

UNIT 27

READING THE NEWS

SECTION A—BASIC SENTENCES

	Hans	
the newspaper	die Zeitung	[TSAItung]
Did you bring along a newspaper for me?	Haben Sie mir eine Zeitung mitgebracht?	
	Paul	
news	Nachrichten	[NAHKH-richten]
the edition	die Ausgabe	[AUS-gahbe]
Yes, the "Munich News," evening edition.	Ja, die „Münchner Nachrichten", Abendausgabe.	
	Hans	
I read (to someone)	ich leſe . . . vor	[LEHze]
in it (short for darin*)*	drin	[DR̨INN]
Read me what it says ('what stands in it').	Leſen Sie mir mal vor, was drin ſteht!	
lazy	faul	[FAUL]
self (variant of ſelbſt*)*	ſelber	[ZELber]
I'm too lazy to read it myself.	Ich bin zu faul, es ſelber zu leſen.	
	Paul	
the headline	die Überſchrift	[ÜHber-shrift]
bomb, bombard	bombardieren	[bombarDIHren]
Headline: "Island [of] Truk heavily bombed by American planes.	Überſchrift: „Inſel Truk von amerikaniſchen Flugzeugen ſchwer bombardiert.	

the special dispatch	die Sondermeldung	[ZONder-meldung]
the reporter	der Berichterſtatter	[be-RICHT-er-shtatter]
far	fern	[FERN]
Special dispatch from ('of') our reporter in the Far East.	Sondermeldung unſeres Berichterſtatters im Fernen Oſten.	
the headquarters	das Hauptquartier	[HAUPT-kvartihr]
(The) Allied Headquarters announces ('gives known')	Das Alliierte Hauptquartier gibt bekannt,	
Japanese	japaniſch	[yahPAHnish]
the fleet	die Flotte	[FLOTTe]
the base ('support-point')	der Stützpunkt	[SHTÜTS-pungkt]
the number, amount	die Anzahl	[ANN-tsahl]
the bomb	die Bombe	[BOMbe]
was (quote form)	ſei	[ZAI]
that the Japanese naval ('fleet') base Truk was bombed yesterday by a large number [of] bomber planes.	das der japaniſche Flottenſtützpunkt Truk geſtern von einer großen Anzahl Bombenflugzeuge bombardiert worden ſei.	
the damage	der Schaden	[SHAHden]
especially	beſonders	[be-ZONders]
The damage was especially great this time, . . ."	Der Schaden ſei diesmal beſonders groß, . . ."	
	Hans	
Aw, I don't want to hear war news.	Ach was, Kriegsnachrichten will ich nicht hören.	
I make ('hold') a speech	ich halte eine Rede	[REHde]
something like that (short for ſo etwas*)*	ſo was	[ZOH vass]
Didn't anybody ('has no-one') make a speech or something?	Hat denn keiner eine Rede gehalten oder ſo was?	

	Paul	
Yes, wait a second.	Ja, warten Sie mal.	
Here, on the last page ('side'):	Hier, auf der letzten Seite:	
the minister	der Miniſter	[mihNISter]
Goebbels	Goebbels	[GÖBBelss]
"Reich Minister Goebbels declared yesterday in a speech before 10,000 workers	„Reichsminiſter Goebbels erklärte geſtern in einer Rede vor 10,000 Arbeitern,	
already	bereits	[be-RAITS]
that for Germany the war was already as good as won.	daß der Krieg für Deutſchland bereits ſo gut wie gewonnen ſei.	
Russia	Rußland	[RUSS-lant]
had (quote form)	habe	[HAHbe]
the contact, connection	die Verbindung	[fer-BINdung]
Russia had lost all contact with the German troops on the eastern front . . ."	Rußland habe alle Verbindung mit den deutſchen Truppen an der Oſtfront verloren, . . ."	
	Hans	
away (accented adverb)	weg	[VECK]
Of course, the Nazis are running away too fast.	Natürlich, die Nazis laufen ja zu ſchnell weg.	
	Paul	
could (quote form)	könne	[KÖNNe]
"England was not able to open a second front	„England könne keine zweite Front eröffnen,	
the landing	die Landung	[LANdung]
destroy	zerſtören	[tser-SHTÖHren]
because the Luftwaffe had destroyed so many landing boats.	weil die Luftwaffe ſo viele Landungsboote zerſtört habe.	
The minister declared further that . . ."	Der Miniſter erklärte weiter, daß . . ."	

	Hans	
the human being	der Menſch	[MENSH]
the boloney	der Quatſch	[KVATSH]
Man, stop (with) that boloney!	Menſch, hören Sie mit dem Quatſch auf!	
the guy, fellow	der Kerl	[KERL]
boring ('long-whilish')	langweilig	[LANG-vailich]
That guy gets more boring every day!	Der Kerl wird auch jeden Tag langweiliger!	
Isn't there anything ('stands nothing at all') interesting in the paper?	Steht denn gar nichts Intereſſantes in der Zeitung?	
	Paul	
triplets	Drillinge	[DRILLinge]
Yes, it says here ('here stands') that in New York a woman had triplets,	Ja, hier ſteht, daß in New York eine Frau Drillinge bekommen habe,	
murder	ermorden	[er-MORden]
and in Chicago another guy ('once again one') got murdered.	und in Chicago ſei mal wieder einer ermordet worden.	
	Hans	
interest	intereſſieren	[intreSIHren]
That doesn't interest me either.	Das intereſſiert mich auch nicht.	
Read me the sporting news.	Leſen Sie mir mal die Sportnachrichten vor!	
	Paul	
I can't find them.	Ich kann ſie nicht finden.	
the report	der Bericht	[be-RICHT]
But here's the weather report.	Aber hier iſt der Wetterbericht.	

Hans

Good Lord, stop!	Um Gottes willen, hören Sie auf!	
*The newspaper's no use ('**nothing is to begin**, i.e. can be begun with the newspaper').*	Mit der Zeitung iſt nichts **anzufangen.**	
I turn ('place') on	ich ſtelle . . . an	[SHTELLe]
the radio	das Radio	[RAHdyoh]
I'll turn the radio on instead ('more gladly').	Ich ſtelle lieber das Radio an.	

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study

A. THE QUOTATIVE

Direct quote

Goebbels erklärte: „Der Krieg **iſt** für Deutſchland bereits ſo gut wie gewonnen. Rußland **hat** alle Verbindung mit den deutſchen Truppen an der Oſtfront verloren, und Deutſchland **wird** bald das ganze Land erobert haben. England **kann** keine zweite Front eröffnen, weil die Luftwaffe ſo viele Landungsboote zerſtört **hat**".	Goebbels declared: "For Germany the war is already as good as won. Russia has lost all contact with the German troops on the eastern front, and Germany will soon have conquered the whole country. England is not able to open a second front because the Luftwaffe has destroyed so many landing boats."

Indirect quote, using the unreal

Goebbels erklärte, daß der Krieg für Deutſchland bereits ſo gut wie gewonnen **wäre**. Rußland **hätte** alle Verbindung mit den deutſchen Truppen an der Oſtfront verloren, und Deutſchland **würde** bald das ganze Land erobert haben. England **könnte** keine zweite Front eröffnen, weil die Luftwaffe ſo viele Landungsboote zerſtört **hätte**.	Goebbels declared that for Germany the war was already as good as won. (He said that) Russia had lost all contact with the German troops on the eastern front, and Germany would soon have conquered the whole country. (He added that) England was not able to open a second front, because the Luftwaffe had destroyed so many landing boats.

Indirect quote, using the quotative

Goebbels erklärte, daß der Krieg für Deutſchland bereits ſo gut wie gewonnen **ſei**. Rußland **habe** alle Verbindung mit den deutſchen Truppen an der Oſtfront verloren, und Deutſchland **werde** bald das ganze Land erobert haben. England **könne** keine zweite Front eröffnen, weil die Luftwaffe ſo viele Landungsboote zerſtört **habe**.

Goebbels declared that for Germany the war was already as good as won. (He said that) Russia had lost all contact with the German troops on the eastern front, and Germany would soon have conquered the whole country. (He added that) England was not able to open a second front, because the Luftwaffe had destroyed so many landing boats.

As you already know, German uses the unreal form of a verb in an indirect quote. This is the only form used in ordinary conversation. In very formal speech, however, and in writing, another form of the verb may be used, the QUOTATIVE:

Verb:	haben	werden	fahren	können	wollen		ſein
ich	(hab**e**)	(werd**e**)	(fahr**e**)	könn**e**	woll**e**	*Irregular:*	ſei
er, es, ſie	hab**e**	werd**e**	fahr**e**	könn**e**	woll**e**		ſei
wir, ſie, Sie	(hab**en**)	(werd**en**)	(fahr**en**)	(könn**en**)	(woll**en**)		ſei**en**

The quotative is made by adding to the stem of a verb the endings -e, -e, -en (but the verb ſein 'be' is irregular). Notice, however, that the forms in parentheses are just like the regular present forms; hence they are almost never used as quotatives.

(Though you will often see quotative forms in written material, and may even hear one sometimes, you yourself will probably never have occasion to say one. The forms are given to you here only so that you will understand them when you read them in newspapers, etc. Quotatives do occur in a few common expressions like Gott ſei Dank 'to God be thanks *i.e.* thank God'; you will do best just to learn such expressions as a whole.)

B. Selbſt AND ſelber

Ich bin zu faul, es **ſelbſt** (**ſelber**) zu leſen.	I'm too lazy to read it myself.
Er kann es **ſelbſt** (**ſelber**) machen.	He can do it himself.
Ich habe mich gewaſchen.	I washed myself.
Er hat mich nicht gewaſchen; ich habe mich **ſelbſt** (**ſelber**) gewaſchen.	He didn't wash me; I washed *myself.*

Er hat ſich weh getan.	He hurt himself.
Ich habe ihm nicht weh getan; er hat ſich **ſelbſt (ſelber)** weh getan.	I didn't hurt him; he hurt *himself.*

The English words *myself, himself,* etc., do double duty. On the one hand, they serve as objects of verbs: *I wash myself, he hurt himself,* etc.; here they correspond to German mich or mir, ſich, etc. On the other hand, they also serve as intensifiers: *I'm too lazy to read it myself, he can do it himself,* etc.; here they correspond to German ſelbſt (or ſelber).

C. MAKING NEW WORDS

die Schrift,-en [SHRIFT] 'writing':

die Handſchrift,-en 'handwriting'	(die Hand,⸗e 'hand')
die Zeitſchrift,-en 'periodical, journal'	(die Zeit,-en 'time')
die Wochenſchrift,-en 'weekly (publication)'	(die Woche,-n 'week')
die Monatsſchrift,-en 'monthly (publication)'	(der Monat,-e 'month')
die Überſchrift,-en 'headline, heading'	(über 'over')
die Unterſchrift,-en 'signature'	(unter 'under')

die Zahl,-en [TSAHL] 'number', as eine gerade Zahl 'an even number', eine ungerade Zahl 'an odd number':
die Anzahl,-en 'number, amount'; bezahlen 'pay'
zählen [TSEHlen] 'count'; erzählen 'tell (a story)'; die Erzählung,-en 'tale, story'

eine lange Weile 'a long while':
die Langeweile [LANGe-vaile] 'boredom'; langweilen [LANG-vailen] 'bore'; langweilig 'boring'

das Intereſſe,-n [inTRESSe] 'interest':
intereſſieren [intreSIHren] 'interest'; er intereſſiert ſich für Fußball 'he's interested in soccer'
intereſſant [intreSANT] 'interesting'

die Bombe,-n [BOMbe] 'bomb':
bombardieren [bombarDIHren] 'bomb, bombard'; die Bombardierung [bombarDIHrung] 'bombing, bombardment'

2. Covering English and German of Word Study

Give the English equivalents of all German expressions in the *Word Study* and the German for all the English. This is individual study.

3. Review of Basic Sentences

Further oral practice with the first part of the *Basic Sentences*.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Further oral practice with the second part of the *Basic Sentences*.

2. Covering the English of Basic Sentences

Check your knowledge of the meaning of all words and phrases in the *Basic Sentences*. This is individual study.

3. What Would You Say?

The following passage is an imaginary newspaper report of a speech which the President made. As it stands, the speech is quoted indirectly. Read it over out loud, quoting directly from the speech in the President's own words. This will mean changing each of the quotative verb forms into the regular present.

Der Präſident erklärte in einer Rede, die er in Waſhington hielt, daß der Krieg in Europa jetzt viel beſſer **gehe**. Eine große Anzahl Bombenflugzeuge **habe** in der letzten Nacht wieder Berlin angegriffen, und die Stadt **ſei** jetzt faſt ganz zerſtört. An der Oſtfront **habe** die ruſſiſche Armee weitere Städte erobert, und ſie **werde** bald wieder an der alten polniſch-ruſſiſchen Grenze ſein. Er **könne** natürlich nicht ſagen, wann die zweite Front **komme**, aber vor Ende dieſes Jahres **werde** der Krieg im Weſten wahrſcheinlich zu Ende ſein. Im fernen Oſten **ſei** der Krieg aber noch lange nicht gewonnen. Amerika **habe** zwar ſchon viele der japaniſchen Flottenſtützpunkte erobert, aber unſere Truppen **ſeien** immer noch ſehr weit von Japan ſelbſt.

Translate these headlines into German. Remember that participles come at the end.

1. "Berlin Bombed by 1000 American Planes"
2. "Over 100 Villages Conquered by Russian Troops"
3. "Japanese Naval Base Attacked by Bomber Planes"
4. "Marines Land on Two More ('further') Islands in the Pacific"
5. "Navy Bombs Truk; 75 Jap Planes Destroyed"

SECTION D—LISTENING IN

1. What Did You Say?

With the other members of the group give orally your responses to the previous exercise as the Leader calls for them.

2. Word Study Check-up

Give the German for all English equivalents in the *Word Study* as the Leader calls for it.

3. Listening In

1. Karl (K.) und Fritz (F.) trinken Bier in einem Café. Sie haben gerade eine Zeitung gekauft.

K: Leſen Sie mal die Sportnachrichten vor.
Vielleicht können wir uns heute abend etwas Intereſſantes anſehen.

F: Ja, warten Sie mal.
Sportnachrichten, Seite 8.
Hier—große Überſchrift:
„Boxkampf Müller-König.
Die zwei beſten Boxer Deutſchlands kämpfen heute abend gegeneinander."

K: Donnerwetter! Das wäre ja was, nicht?
Glauben Sie, daß wir noch Karten kriegen können?

F: Sicher, wenn Sie uns in Ihrem Flugzeug nach München fliegen wollen.

K: Ach, iſt das in München?
Ich dachte, es wäre hier in Berlin.
Na, leſen Sie mal weiter.

F: „München, 18. („den achtzehnten") Mai. Sondermeldung.
Heute abend treffen ſich Paul Müller und Max König in einem Kampf, auf den die ganze Sportwelt ſchon lange gewartet hat.
Als dieſe beiden Boxer das letztemal gegeneinander kämpften, hat Max mit einem K. o. in der 10. Runde gewonnen.
Der Kampf heute abend wird beſonders intereſſant ſein, weil . . ."

K: Menſch! Ich würde doch ſehr viel darum geben, wenn ich heute abend in München ſein könnte!

F: Na, beruhigen Sie ſich!
Wir können uns den Kampf wenigſtens am Radio anhören.

2. Schmidt (S.) und Lehmann (L.) ſitzen in der Kaſerne. Lehmann lieſt eine Zeitung.

S: Was iſt denn heute in der Welt paſſiert?

L: In der Abendzeitung ſteht nicht viel von Bedeutung drin.
Die Engländer haben Süddeutſchland bombardiert,
an der Oſtfront haben die Ruſſen noch ein paar Dörfer erobert,
und in Italien geht die Schlacht um Caſſino weiter.

S: Und was machen die Japaner?

L: Nichts Beſonderes.
Doch, warten Sie mal.
Hier ſteht, daß McArthur eine Rede gehalten hat, in der er ſagte,
daß die amerikaniſchen Truppen bald wieder die Philippinen beſetzen würden.

S: Wiſſen Sie, Hans,
man lernt doch durch dieſen Krieg ſehr viel Geographie.
Haben Sie vielleicht vorher etwas von all dieſen Inſeln im Stillen Ozean gewußt?

L: Nein, natürlich nicht.
Übrigens, wie wäre es,
wenn man dem Stillen Ozean jetzt einen anderen Namen gäbe?
Ich finde ihn nämlich nicht beſonders ſtill.

S: Na, damit können wir warten, bis der Krieg gewonnen iſt.

3. Hans (H.) ſpricht mit Fritz (F.), der gerade in die Kaſerne gekommen iſt.

H: Wo kommen Sie denn her, Fritz?

F: Ich habe gerade die Poſt abgeholt.
Ich habe drei Briefe bekommen
und eine Zeitung von zu Hauſe.

H: Habe ich auch was gekriegt?

F: Ja, einen Brief.
Aber er ſieht nicht beſonders intereſſant aus.

H: Hah! Das iſt ja herrlich!
Ich muß mich am 13. melden, um eingezogen zu werden!
Die wiſſen gar nicht, daß ich ſchon zwei Jahre bei der Armee bin.
Na, was für Nachrichten haben Sie denn von zu Hauſe?
Was ſteht dort in der Zeitung?

F: Überſchrift: „Alliierte Truppen greifen Caſſino an“.

H: Menſch! Die Zeitung muß doch wenigſtens ein halbes Jahr alt ſein!
Wie können Sie ſich für ſo was intereſſieren?

F: Ach, die politiſchen Nachrichten intereſſieren mich nicht.
Aber ich muß doch wiſſen, wer was gemacht hat.
Da ſehen Sie ja—ein Freund von mir hat geheiratet,
und ein anderer hat ſich verlobt.
Ach du lieber Gott! Das iſt aber ſchade!
Unſer alter Briefträger iſt geſtorben.
Und Karl Meyer iſt auf Urlaub nach Hauſe gekommen.
Und hier—meine Univerſität hat dieſes Jahr nur zwei Korbballſpiele verloren.

H: Fritz, wie können Sie da ſtehen und den Quatſch leſen,
während Millionen von Soldaten jeden Tag den größten Krieg der ganzen Geſchichte kämpfen?

F: Wiſſen Sie, warum ich in dieſem Krieg kämpfe?

H: Na klar, doch um Hitler abzuſchaffen.

F: Ja, und auch, damit ich wieder nach Hauſe gehen kann und heiraten und in Frieden leben.

SECTION E—CONVERSATION

1. Covering the German of Basic Sentences

With the German covered, practice until you can speak the German for each English sentence without hesitation. This is individual study.

2. Vocabulary Check-up

Give the German for all English sentences in the *Basic Sentences* as the Leader calls for it.

3. Conversation

Suggested Topics:

1. Read an imaginary newspaper article about a battle on the eastern front. Start out with a good headline, and then go on to tell how Russian headquarters announces that the Russian troops have just won a great battle against the Nazis; have captured (erobern) two large cities; have bombed the Nazis and destroyed 80 German planes; the Nazis have lost 10,000 soldiers, etc.
2. You and a friend discuss the war news of the moment. You tell about the Russian front and the air war over Germany; he tells about the Italian front and the war in the Pacific.
3. Make up a newspaper article about a boxing match. Tell when and where the fight was, who boxed against whom, and how it came out.
4. Read a friend the news from your home town paper—who has gotten engaged, who has gotten married, who has died, who is home on leave, etc.
5. Two of you discuss various American newspapers. This one has better war news, that one better sporting news, etc.

SECTION F—CONVERSATION (*Cont.*)

Continue conversation. Additional check-up if necessary.

FINDER LIST

die Abendausgabe,-en [AHbent-aus-gahbe] 'evening edition'

die Anzahl,-en [ANN-tsahl] 'number, amount'

die Ausgabe,-n [AUS-gahbe] 'edition'

bereits [be-RAITS] 'already'

der Bericht,-e [be-RICHT] 'report'

der Berichterſtatter,– [be-RICHT-er-shtatter] '(newspaper) reporter'

beſonder– [be-ZONder-] 'special'; form without ending is beſonders

die Bombe,-n [BOMbe] 'bomb'; bombardieren [bombarDIHren] 'bomb, bombard'

das Bombenflugzeug,-e [BOMben-fluhk-tsoik] 'bomber plane'

der Drilling,-e [DRILLing] 'triplet'

drin [DRINN]: short for darin

ermorden [er-MORden] 'murder'

faul [FAUL] 'lazy'

fern [FERN] 'far'; der Ferne Oſten 'the Far East'

die Flotte,-n [FLOTTe] 'fleet'

der Flottenſtützpunkt,-e [FLOTTen-shtüts-pungkt] 'naval base'

Goebbels: Joſeph Goebbels [YOHzef GÖBBelss], Nazi Minister of Propaganda and Public Enlightenment

das Hauptquartier,-e [HAUPT-kvartihr] 'headquarters'

intereſſieren [intreSIHren] 'interest'; ich intereſſiere mich für 'I am interested in'

(das) Japan [YAHpahn] 'Japan'; der Japaner,– [yahPAHner] 'Japanese (man)'; japaniſch [yahPAHnish] 'Japanese'

der Kerl,-e [KERL] 'guy, fellow'

Kriegsnachrichten [KRIHKS-nahkh-richten] 'war news'

die Landung,-en [LANdung] 'landing'

das Landungsboot,-e [LANdungss-boht] 'landing boat'

langweilig [LANG-vailich] 'boring'

leſen (er lieſt, las, geleſen) [LEHzen, LIHST, LAHS, ge-LEHzen] 'read'; ich leſe . . . vor 'I read (out loud to someone)'

der Menſch,-en,-en [MENSH] 'human being'; Menſch! 'man!'

der Miniſter,– [mihNISter] 'minister (in a government)'

die Nachricht,-en [NAHKH-richt] 'piece of news', plural 'news'

der Quatſch [KVATSH] 'boloney, bunk'

das Radio,-s [RAHdyoh] 'radio'

die Rede,-n [REHde] 'speech'; **ich halte eine Rede** 'I make a speech'

der Reichsminiſter,– [RAICHS-mihnister] 'Reich Minister'

(das) Rußland [RUSS-lant] 'Russia'; der Ruſſe,-n,-n [RUSSe] 'Russian (man)'; ruſſiſch [RUSSish] 'Russian'

der Schaden,– [SHAHden, SHEHden] 'damage'

ſelber [ZELber] 'self'

die Sondermeldung,-en [ZONder-meldung] 'special dispatch'

Sportnachrichten [SHPORT-nahkh-richten] 'sporting news'

ſtellen: ich ſtelle . . . an 'I turn on'

der Stützpunkt,-e [SHTÜTS-pungkt] '(military or naval) base'

die Überſchrift,-en [ÜHber-shrift] 'headline, heading'

die Verbindung,-en [fer-BINdung] 'connection, contact'

was (short for etwas): ſo was 'something like that'

weg [VECK] (accented adverb) 'away'

der Wetterbericht,-e [VETTer-be-richt] 'weather report'

die Zeitung,-en [TSAItung] 'newspaper'

zerſtören [tser-SHTÖHren] 'destroy'

UNIT 28

INDUSTRY

SECTION A—BASIC SENTENCES

although	obwohl	[opp-VOHL]
the industry	die Induſtrie	[induSTRIH]
Although Germany is one of the greatest industrial countries of the world,	Obwohl Deutſchland eins der größten Induſtrieländer der Welt iſt,	
the natural resource ('ground-treasure')	der Bodenſchatz	[BOHden-shats]
it is not especially rich in natural resources.	iſt es an Bodenſchätzen nicht beſonders reich.	
only, sole	einzig	[AINtsich]
possess	beſitzen	[be-ZITsen]
the coal	die Kohle	[KOHle]
The only natural resource that it possesses in rather large quantities is coal.	Der einzige Bodenſchatz, den es in größeren Mengen beſitzt, iſt Kohle.	
the economy	die Wirtſchaft	[VIRT-shaft]
be based, rest	beruhen	[be-RUHen]
the foreign-trade	der Außenhandel	[AUssen-handel]
(The) German industrial economy is therefore based on foreign trade.	Die deutſche Induſtriewirtſchaft beruht daher auf Außenhandel.	
raw	roh	[ROH]
the material ('stuff')	der Stoff	[SHTOFF]
I import ('lead in')	ich führe . . . ein	[FÜHre]
Raw materials are imported from abroad	Rohſtoffe werden vom Ausland eingeführt	

ready	fertig	[FERtich]
wares, goods	Waren	[VAHren]
convert (by manufacture)	verarbeiten	[fer-ARbaiten]
and converted to manufactured goods ('ready-wares') in Germany	und in Deutſchland zu Fertigwaren verarbeitet,	
I export ('lead out')	ich führe . . . aus	[FÜHre]
and these are then again exported (into the) abroad.	und dieſe werden dann wieder ins Ausland ausgeführt.	
important	wichtig	[VICHtich]
the Ruhr (river)	die Ruhr	[RUHR]
Germany's most important industrial region is located ('lies') in the west, in the so-called Ruhr area.	Das wichtigſte Induſtriegebiet Deutſchlands liegt im Weſten, im ſogenannten Ruhrgebiet.	
the steel	der Stahl	[SHTAHL]
develop	entwickeln	[ent-VICKeln]
Here a great iron and steel industry has developed (itself)	Hier hat ſich eine große Eiſen- und Stahlinduſtrie entwickelt	
the reason, basis	der Grund	[GRUNT]
the mine ('mountain-work')	das Bergwerk	[BERK-verk]
by ('on') reason of the great coal mines that are located there.	auf Grund der großen Kohlenbergwerke, die dort liegen.	
the munition	die Munition	[muhnihTSYOHN]
the factory	die Fabrik	[fahBRIHK]
Here are located also the great munitions factories	Hier liegen auch die großen Munitionsfabriken,	
which have been bombed so often by the Allies.	die von den Alliierten ſo oft bombardiert worden ſind.	

Germany's second largest industrial region,	Das zweitgrößte Induſtriegebiet Deutſchlands,	
which however is not based on natural resources,	das aber nicht auf Bodenſchätzen beruht,	
Saxony	Sachſen	[ZAKsen]
is Saxony, in east central Germany.	iſt Sachſen, in Oſtmitteldeutſchland.	
textile	Textil-	[tekSTIL]
I manufacture	ich ſtelle . . . her	[SHTELLe]
Here are manufactured above all textile goods,	Hier werden vor allem Textilwaren hergeſtellt,	
the wool	die Wolle	[VOLLe]
the cotton ('tree-wool')	die Baumwolle	[BAUM-volle]
the linen	das Leinen	[LAInen]
out of wool, cotton, and linen.	aus Wolle, Baumwolle und Leinen.	
When Hitler began [in] 1936	Als Hitler 1936 anfing,	
coming	kommend	[KOMMent]
arm	rüſten	[RÜSten]
to arm Germany for the coming war,	Deutſchland für den kommenden Krieg zu rüſten,	
the Four Year Plan	der Vierjahresplan	[FIHR-YAHres-plahn]
he introduced the Four Year Plan.	führte er den Vierjahresplan ein.	
economically	wirtſchaftlich	[VIRT-shaft-lich]
independent	unabhängig	[UNNapp-hengich]
By means of ('through') this plan Germany was to be made economically independent.	Durch dieſen Plan ſollte Deutſchland wirtſchaftlich unabhängig gemacht werden.	

the substitute	der Erſatz	[er-ZATS]
the product	das Produkt	[prohDUKT]
Many substitute products were manufactured,	Viele Erſatzprodukte wurden hergeſtellt,	
synthetic	ſynthetiſch	[zünTEHtish]
the rubber	der Gummi	[GUMMih]
above all synthetic rubber	vor allem ſynthetiſcher Gummi	
the petroleum	das Petroleum	[pehTROHlehum]
and, since Germany possesses no petroleum, synthetic gasoline.	und, da Deutſchland kein Petroleum beſitzt, ſynthetiſches Benzin.	
the chemist	der Chemiker	[CHEHmiker]
the engineer	der Ingenieur	[inzhehNYÖHR]
progress ('forth-steps')	Fortſchritte	[FORT-shritte]
The German chemists and engineers made great progress in this field ('on this area').	Die deutſchen Chemiker und Ingenieure machten auf dieſem Gebiet große Fortſchritte.	

* * *

the ore	das Erz,-e	[ERTS]
the importation	die Einfuhr,-en	[AIN-fuhr]
the exportation	die Ausfuhr,-en	[AUS-fuhr]

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study

A. MAKING NEW WORDS

dauern 'last, continue'	ich habe **dauernd** Pech gehabt 'I kept having bad luck'
kommen 'come'	der **kommende** Krieg 'the coming war'

fliegen 'fly'	der **Fliegend**e Holländer 'the Flying Dutchman'
ich **ſehe** . . . **aus** 'I look'	ein gut **ausſehend**es Mädchen 'a good-looking girl'
ich **greiſe** . . . **an** 'I attack'	die **angreiſend**en Truppen 'the attacking troops'
beruhen 'rest, be based'	eine auf Bodenſchätzen **beruhende** Induſtrie 'an industry based on natural resources' ('an on natural resources resting industry')

Adjectives are made from verbs by adding -d to the general form of the verb.

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der Wirt,-e 'landlord, innkeeper':
 die Wirtſchaft,-en 'economy'; wirtſchaftlich 'economic(ally)'
 die Induſtriewirtſchaft 'industrial economy'; die Landwirtſchaft 'agriculture'

die Chemie [chehMIH] 'chemistry'; chemiſch [CHEHmish] 'chemical'
 der Chemiker,- [CHEHmiker] 'chemist'; Chemikalien [chehmihKAHlyen] 'chemicals'

hängen (hing, gehangen) 'hang, be hanging'; es hängt von Ihnen ab 'it depends upon you'
 abhängig [APP-hengich] 'dependent'; unabhängig [UNNapp-hengich] 'independent'

die Baumwolle,-n 'cotton' = der Baum,¨e 'tree' + die Wolle,-n 'wool'

der Bodenſchatz,¨e 'natural resource' = der Boden,¨ 'ground' + der Schatz,¨e 'treasure'

der Fortſchritt,-e 'progress' = fort 'forth, away' + der Schritt,-e 'step, pace'

2. Covering English and German of Word Study

Give the English equivalents of all German expressions in the *Word Study* and the German for all the English. This is individual study.

3. Review of Basic Sentences

Further oral practice with the first part of the *Basic Sentences*.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Further oral practice with the second part of the *Basic Sentences*.

2. Covering the English of Basic Sentences

Check your knowledge of the meaning of all words and phrases in the *Basic Sentences*. This is individual study.

3. What Would You Say?

Answer the following questions in full sentences. Practice your answers out loud until you can give them easily and quickly.

1. Worauf beruht die deutſche Induſtriewirtſchaft?
2. Was iſt der einzige Bodenſchatz, den Deutſchland nicht einzuführen braucht?
3. Wo bekommt es alle anderen Bodenſchätze?
4. Was wird mit dieſen Rohſtoffen in Deutſchland gemacht?
5. Was für Waren führt Deutſchland ins Ausland aus?
6. Wo liegt das Ruhrgebiet?
7. Was für eine Induſtrie hat ſich hier entwickelt?
8. Worauf beruht dieſe Induſtrie?
9. Wo liegt das zweitgrößte Induſtriegebiet Deutſchlands?
10. Was wird hier hergeſtellt?
11. Aus welchen Rohſtoffen werden dieſe Waren hergeſtellt?
12. Was fing Hitler 1936 an zu machen?
13. Was war der Vierjahresplan?
14. Was für Produkte wurden unter dieſem Plan hergeſtellt?
15. Geben Sie Beiſpiele von ſolchen Produkten!

SECTION D—LISTENING IN

1. What Did You Say?

With the other members of the group, give orally your responses to the previous exercise as the Leader calls for them.

2. Word Study Check-up

Give the German for all English equivalents in the *Word Study* as the Leader calls for it.

3. Listening In

1. Der Krieg iſt zu Ende und die Alliierten haben gewonnen. Karl (K.) und Paul (P.) ſprechen zuſammen darüber, was ſie im Krieg gemacht haben.

K: Ich wollte, ich wäre auch Soldat im Krieg geweſen.
Dann würde man mir wenigſtens glauben,
daß ich auch etwas Wichtiges gemacht habe.

P: Wenn Sie in einer Fabrik gearbeitet haben,
dann haben Sie ſicher etwas Wichtiges gemacht.
Ohne Munition kann eine Armee ja nicht kämpfen.
In was für einer Fabrik haben Sie eigentlich gearbeitet?

K: Erſt war ich bei einer Flugzeugfabrik,
wo vor allem Bombenflugzeuge hergeſtellt wurden.
Da bin ich aber nur ein paar Monate geblieben.

P: Warum denn?

K: Ich hatte doch auf der Univerſität Chemie ſtudiert,
und man ſchickte mich daher nach ein paar Monaten zu einer Fabrik,
in der ſynthetiſche Waren hergeſtellt wurden.

P: Was denn, zum Beiſpiel?

K: Ja, das kann ich Ihnen leider nicht ſagen.
Ach doch! Der Krieg iſt ja jetzt zu Ende.
Wir haben vor allem ſynthetiſchen Gummi hergeſtellt.
Wiſſen Sie, als die Japaner die holländiſchen* Inſeln im Stillen Ozean eroberten,
hatten wir faſt gar keinen Gummi in Amerika.

P: Ja, das ſtimmt.
Wir haben vor dem Krieg faſt allen Gummi, den wir brauchten, eingeführt.

K: Na, da haben wir einfach ſynthetiſchen Gummi hergeſtellt.

P: Wiſſen Sie, die amerikaniſche Induſtrie hat furchtbar viel gemacht.
Wenn Hitler gewußt hätte, wie ſtark unſere Induſtrie iſt,
hätte er den Krieg nie angefangen.

K: Ja, und vor allem, wenn er gewußt hätte,
wie gut unſere Soldaten kämpfen können.

2. Die amerikaniſche Induſtrie und der Krieg.

Die Vereinigten Staaten von Amerika ſind das größte und reichſte Induſtrieland der Welt. Ihre Induſtrien haben ſich beſonders ſchnell entwickelt, weil das Land ſehr reich an Bodenſchätzen iſt. Im Oſten liegen die großen Kohlenbergwerke in den Staaten Pennſylvanien und Weſt Virginien; im Norden, beſonders in Minneſota, gibt es große Mengen von Eiſenerz. Dieſes Eiſenerz wird von dort in Schiffen über die großen Seen tranſportiert und dann mit der Eiſenbahn in das öſtliche Induſtriegebiet gebracht, wo viele der amerikaniſchen Munitionsfabriken liegen.

Eine der größten Induſtrien Amerikas iſt die Autoinduſtrie. Vor dem Krieg ſtellte Amerika mehr Autos her als alle anderen Länder der Welt zuſammen. Tauſende von amerikaniſchen Wagen wurden jedes Jahr ins Ausland ausgeführt, und ſie waren überall bekannt. Heute iſt die Autoinduſtrie zu einer Kriegsinduſtrie geworden; ihre Produkte ſind Munition, Flugzeuge und andere Kriegsſtoffe. Die einzigen Autos und Laſtwagen, die jetzt noch gemacht werden, gehen an die Armee.

Ein Land, das viele Autos hat, braucht auch viel Gummi; und dies iſt faſt der einzige wichtige Rohſtoff, den Amerika nicht beſitzt. Vor dem Krieg führte Amerika all ſeinen Gummi von den holländiſchen Inſeln im Stillen Ozean ein. Als dieſe Inſeln Anfang 1942 von Japan erobert und beſetzt wurden, hörte die Einfuhr von Gummi natürlich auf, und Amerika mußte verſuchen, Gummi ſynthetiſch herzuſtellen. Ein paar Jahre lang war der Gummi ſehr knapp, aber jetzt ſtellen unſere Fabriken wenigſtens genug ſynthetiſchen Gummi für die Armee her. Unſere Chemiker und Ingenieure haben auf dieſem Gebiet große Fortſchritte gemacht, und viele Leute glauben ſogar, daß dieſer ſynthetiſche Gummi beſſer als der natürliche Gummi ſei.

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*Holland [HOLLant] 'Holland'; der Holländer,- [HOLLender] 'Dutchman'; holländiſch [HOLLendish] 'Dutch'

Da heutige Kriege zum großen Teil in der Luft gekämpft werden, muß ein ſtarkes Land viel Petroleum beſitzen. Glücklicherweiſe hat Amerika mehr als genug von dieſem wichtigen Bodenſchatz. Es führt ſogar große Mengen an die anderen alliierten Länder aus, vor allem an England, das ſelbſt faſt gar kein Petroleum beſitzt. Die einzige andere der Vereinigten Nationen, die viel Petroleum beſitzt, iſt Rußland. Dieſes Land iſt von der Einfuhr von Petroleum unabhängig, weil große Petroleumgebiete in Südrußland liegen.

SECTION E—CONVERSATION

1. Covering the German of Basic Sentences

With the German covered, practice until you can speak the German for each English sentence without hesitation. This is individual study.

2. Vocabulary Check-up

Give the German for all English sentences in the *Basic Sentences* as the Leader calls for it.

3. Conversation

Suggested Topics:

1. Quiz another member of the group on his knowledge of German industry. Ask him where the two largest industrial areas are, what natural resources they are based on, and what articles are manufactured there.
2. Quiz another member of the group on his knowledge of American industry. Ask him what natural resources we possess, including the location, and what we must import.
3. You tell a friend about what America's auto industry has done in the war; he tells you the story of American synthetic rubber.
4. Iron and steel industries are usually located near coal mines; the iron ore then has to be shipped to these areas. You tell a friend how this statement applies to Germany, where the industry is located in the Ruhr area, and iron ore is imported from Lorraine (Lothringen [LOHtringen]) and Sweden (Schweden [SHVEHden]). He then tells you how it applies to the U. S., where the industry is located near Pittsburgh, and iron ore is shipped from northern Minnesota.
5. You and a friend each describe the industries in your home towns. Tell what kinds of factories are located there, and what sorts of things they manufacture.

SECTION F—CONVERSATION (*Cont.*)

Continue conversation. Additional check-up if necessary.

FINDER LIST

die Ausfuhr,-en [AUS-fuhr] 'exportation'

der Außenhandel,-̈ [AUssen-handel, -hendel] 'foreign trade'

die Baumwolle,-n [BAUM-volle] 'cotton'

das Bergwerk,-e [BERK-verk] 'mine'

beruhen [be-RUHen]: es beruht auf (plus form 3) 'it rests on, is based on'

beſitzen (beſaß, beſeſſen) [be-ZITsen, be-ZAHSS, be-ZESSen] 'possess'

der Bodenſchatz,-̈ [BOHden-shats, -shetse] 'natural resource'

die Chemie [chehMIH] 'chemistry'; chemiſch [CHEH-mish] 'chemical'; der Chemiker,- [CHEHmiker] 'chemist'; Chemikalien [chehmihKAHlyen] 'chemicals'

die Einfuhr,-en [AIN-fuhr] 'importation'

einzig [AINtsich] 'single, sole'

entwickeln [ent-VICKeln] 'develop'; ich entwickle mich 'I develop (myself)'

der Erſatz [er-ZATS] 'substitute'

das Erſatzprodukt,-e [er-ZATS-prohdukt] 'substitute product'

das Erz,-e [ERTS] 'ore'

die Fabrik,-en [fahBRIHK] 'factory'

fertig [FERtich] 'ready, done'

die Fertigware [FERtich-vahre] 'manufactured article'

der Fortſchritt,-e [FORT-shritt] 'progress'; ich mache Fortſchritte 'I make progress'

führen: ich führe . . . aus 'I export'; ich führe . . . ein 'I import'

der Grund,-̈ [GRUNT] 'reason, basis, bottom'

der Gummi,-s [GUMMih] 'rubber'

die Induſtrie,-n [induSTRIH] 'industry'

das Induſtriegebiet,-e [induSTRIH-ge-biht] 'industrial region' das Induſtrieland, -er [induSTRIH-lant, -lender] 'industrial country'

die Induſtriewirtſchaft, -en [induSTRIH-virt-shaft] 'industrial economy'

der Ingenieur, -e [inzhehNYÖHR] 'engineer'

die Kohle, -n [KOHle] 'coal'

das Kohlenbergwerk, -e [KOHlen-berk-verk] 'coal mine'

das Leinen, - [LAInen] 'linen'

die Munition, -en [muhnihTSYOHN] 'munition'

die Munitionsfabrik, -en [muhnihTSYOHNSS-fahbrihk] 'munitions factory'

obwohl [opp-VOHL] 'although'

das Petroleum, [pehTROHlehum] 'petroleum'

das Produkt, -e [prohDUKT] 'product'

roh [ROH] 'raw'

der Rohſtoff, -e [ROH-shtoff] 'raw material'

die Ruhr [RUHR] 'Ruhr (river)'

das Ruhrgebiet [RUHR-ge-biht] 'Ruhr area'

rüſten [RÜSten] 'arm (with weapons)'

(das) Sachſen [ZAKsen] 'Saxony', state in east central Germany

der Stahl, -e *or* ⸚e [SHTAHL] 'steel'

ſtellen: ich ſtelle . . . her 'I manufacture'

der Stoff, -e [SHTOFF] 'material'

ſynthetiſch [zünTEHtish] 'synthetic'

Textil- [tekSTIHL-] 'textile'; Textilien 'textiles'; Textilwaren 'textile goods'

unabhängig [UNNapp-hengich] 'independent'

verarbeiten [fer-ARbaiten] 'convert (by some industrial process)'

der Vierjahresplan, ⸚e [FIHR-YAHres-plahn, -plehne] 'Four Year Plan'

die Ware, -n [VAHre] 'ware, article', pl. 'goods'

wichtig [VICHtich] 'important'

die Wirtſchaft, -en [VIRT-shaft] 'economy'; wirtſchaftlich [VIRT-shaft-lich] 'economic(ally)'

die Wolle, -n [VOLLe] 'wool'

UNIT 29

ON A FARM

SECTION A—BASIC SENTENCES

visit	beſuchen	[be-ZUHkhen]
the farm	der Bauernhof	[BAUern-hohf]
Fritz Lehmann is visiting his grandparents on their farm for the first time in ('since') ten years.	Fritz Lehmann beſucht ſeine Großeltern auf ihrem Bauernhof zum erſten Mal ſeit zehn Jahren.	
	Grossvater	
you know (familiar form)	du weißt	[DUH VAISST]
we are glad	wir freuen uns	[FROIen]
You don't know how glad we are, my boy,	Du weißt gar nicht, wie wir uns freuen, mein Junge,	
you have (familiar form)	du haſt	[HAST]
that you have been able to come.	daß du haſt kommen können.	
you (form 2 of du*)*	dich	[DICH]
We haven't seen you (any more) for a long time.	Wir haben dich ſchon lange nicht mehr geſehen.	
you are (familiar form)	du biſt	[BIST]
grown (participle of wachſen*)*	gewachſen	[ge-VAKsen]
How you have grown!	Biſt du aber gewachſen!	

	Fritz	
you have (familiar plural)	ihr habt	[IHR HAPT]
you (form 2 of ihr*)*	euch	[OICH]
change	verändern	[fer-ENdern]
But you two haven't changed (yourselves) at all.	Ihr beide habt euch aber gar nicht verändert.	
How are you?	Wie geht es euch denn?	
And how is ('what makes') the farm?	Und was macht der Bauernhof?	
	Grossmutter	
you will (familiar form)	du wirſt	[VIRST]
be-astonished	ſtaunen	[SHTAUnen]
You'll be surprised, my boy, [at] all (what) we have done.	Du wirſt ſtaunen, mein Junge, was wir alles gemacht haben.	
A few years ago we bought a new piece [of] land,	Vor ein paar Jahren haben wir ein neues Stück Land gekauft,	
last, previous	vorig	[FOHrich]
the dairy	die Molkerei	[molkeRAI]
and since last summer we've owned a dairy.	und ſeit vorigem Sommer beſitzen wir eine Molkerei.	
	Fritz	
the cow	die Kuh	[KUH]
How many cows do you have?	Wieviele Kühe habt ihr denn?	
	Grossvater	
the bull	der Bulle	[BULLe]
Thirty cows and a bull.	Dreißig Kühe und einen Bullen.	

the pig	das Schwein	[SHVAIN]
the goat	die Ziege	[TSIHge]
the sheep	das Schaf	[SHAHF]
We also have pigs, goats, and quite a number [of] sheep.	Wir haben auch Schweine, Ziegen und eine ganze Anzahl Schafe.	
	Fritz	
your (du-*form*)	dein	[DAIN]
the chicken-raising	die Hühnerzucht	[HÜHner-tsukht]
Do you still keep chickens ('have you still your chicken-raising'), grandmother?	Haſt du noch deine Hühnerzucht, Großmutter?	
	Grossmutter	
Why of course. And it more than pays for itself ('it makes itself very paid').	Aber natürlich. Und ſie macht ſich ſehr bezahlt.	
We get about three dozen eggs a day.	Wir kriegen etwa drei Dutzend Eier pro Tag.	
	Fritz	
say once (du-*form*)	ſag' mal	[ZAHK]
Tell me, grandfather, do you have anything to do now,	Sag' mal, Großvater, haſt du jetzt was zu tun,	
your (ihr-*form*)	euer	[OIer]
or could you show me your new dairy?	oder könnteſt du mir eure neue Molkerei zeigen?	
	Grossvater	
Why I'd be glad to.	Aber gerne.	
the horse	das Pferd	[PFEHRT]
the stable, barn (for animals)	der Stall	[SHTALL]
We used to have ('we had earlier') just a little (horse) stable,	Früher hatten wir nur einen kleinen Pferdeſtall,	

own	eigen	[AIgen]
the milk-business ('milk-economy')	die Milchwirtſchaft	[MILCH-virt-shaft]
ut when we began our own milk business,	aber als wir unſere eigene Milchwirtſchaft anfingen,	
the barn (for storing hay, etc.)	die Scheune	[SHOIne]
build	bauen	[BAUen]
we had to build a new stable and a big barn.	haben wir einen neuen Stall und eine große Scheune bauen müſſen.	
	Fritz	
alone	allein	[aLAIN]
Do you do all the work alone,	Machſt du die ganze Arbeit allein,	
someone	jemand	[YEHmant]
helps (from helfen*)*	hilft	[HILFT]
you (form 3 of du*)*	dir	[DIHR]
r do you have someone to help you ('who helps you')?	oder haſt du jemand, der dir hilft?	
	Grossvater	
the hired man, farm hand	der Knecht	[KNECHT]
We have two hired men	Wir haben zwei Knechte	
the hired girl ('maid')	die Magd	[MAHKT]
nd a hired girl who helps grandmother in the kitchen.	und eine Magd, die Großmutter in der Küche hilft.	
	Fritz	
I plant, cultivate ('build on')	ich baue . . . an	[BAUe]
the field	das Feld	[FELT]
the grain	das Getreide	[ge-TRAIde]
What do you plant on your fields, grain?	Was bauſt du auf deinen Feldern an, Getreide?	

Grossvater

mainly	hauptſächlich	[HAUPT-zech-lich]
the wheat	der Weizen	[VAItsen]
the oats	der Hafer	[HAHfer]
Last year we planted mainly wheat and oats,	Voriges Jahr haben wir hauptſächlich Weizen und Hafer angebaut,	
the barley	die Gerſte	[GERste]
the rye	der Roggen	[ROGGen]
the beet	die Rübe	[RÜHbe]
and this year barley, rye, and sugar beets.	und dieſes Jahr Gerſte, Roggen und Zuckerrüben.	
the harvest	die Ernte	[ERNte]
If we have a good harvest this year,	Wenn wir dieſes Jahr eine gute Ernte haben,	
hope	hoffen	[HOFFen]
earn	verdienen	[fer-DIHnen]
I hope to earn enough money	hoffe ich, genug Geld zu verdienen,	
I pay off	ich bezahle . . . ab	[be-TSAHle . . . APP]
(in order) to pay off my debts.	um meine Schulden abzubezahlen.	

* * *

the agriculture ('land-economy')	die Landwirtſchaft,-en	[LANT-virt-shaft]
agricultural	landwirtſchaftlich	[LANT-virt-shaft-lich]
(to) produce	produzieren	[prohduhTSIHren]
the farmer	der Bauer,-n *or* -n,-n	[BAUer]
the tree	der Baum,-̈e	[BAUM, BOIme]
the apple	der Apfel,-̈	[APfel, EPfel]
the pear	die Birne,-n	[BIRne]
the peach	der Pfirſich,-e	[PFIRzich]
the plum	die Pflaume,-n	[PFLAUme]

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study

A. THE WORD **du**, PLURAL **ihr**

Talking to one person

Du haſt **dich** gar nicht verändert.	You haven't changed (yourself) at all.
Wie geht es **dir**?	How are you?
Iſt dies **dein** neues Haus?	Is this your new house?

Talking to two or more poeple

Ihr habt **euch** gar nicht verändert.	You haven't changed (yourselves) at all.
Wie geht es **euch**?	How are you?
Iſt dies **euer** neues Haus?	Is this your new house?

Pronouns: form 1	du	[DUH]	ihr	[IHR]
2	dich	[DICH[	euch	[OICH]
3	dir	[DIHR]	euch	[OICH]
Noun-modifiers (take ein-endings):	dein	[DAIN]	euer	[OIer]

(The word euer is shortened to eur– before an ending: eure [OIre] Molkerei 'your dairy'; in eurem [OIrem] Haus 'in your house'; etc.)

In English we have only the one word *you* to refer to the person or persons with whom we are talking. In German the commonest corresponding word is Sie. (Notice that both *you* and Sie can refer to one person, or to several people.) German also has another word for *you* that is used with people whom you know intimately. If you are talking to just one such person, you use the word du (form 1 du, form 2 dich, form 3 dir; noun-modifier dein). The plural of du, used when you are talking to two or more people whom you know intimately, is ihr (form 1 ihr, forms 2 and 3 euch; noun modifier euer).

These du-forms are being given to you not so much because you will ever use them yourself as because you may hear them quite often, especially if you come in contact with a German family. Du is always used between members of a family, including cousins, in-laws, etc.; between members of some sort of fraternal society; and between young children. Adults of course call each other Sie when they first meet. Later on, if they get to know each other very closely, one of them may suggest that they call each other du. This is often accompanied by a little ceremony called drinking Brüderſchaft (die Brüderſchaft, -en [BRÜHder-shaft] 'brotherhood'). Once two people have called each other du, they do so the rest of their lives. (Calling an old friend Sie would be like shifting from a first name to *Mr.* in English.)

As a foreigner, you should use du only in talking to an animal (saying Sie to an animal would be like calling it *Mr.*) or to a young child. (Customarily, all children are called du until they are confirmed, at 14 or 15 years of age; or, in school, until they have completed the 9th grade.) With these exceptions, NEVER CALL A GERMAN du UNLESS HE ASKS YOU TO. If you do, you are being unforgivably familiar and rude.

B. Du AND ihr VERB FORMS

The du-**forms**

Present:	er fährt	er macht	er kann	er hat	Irregular:	er wird	er iſt
	du fähr**ſt**	du mach**ſt**	du kann**ſt**	du ha**ſt**		du **wirſt**	du **biſt**
Past:	er fuhr	er machte	er konnte	er hatte		er wurde	er war
	du fuhr**ſt**	du machte**ſt**	du konnte**ſt**	du hatte**ſt**		du wurde**ſt**	du war**ſt**
Unreal:	er führe	er machte	er könnte	er hätte		er würde	er wäre
	du führe**ſt**	du machte**ſt**	du könnte**ſt**	du hätte**ſt**		du würde**ſt**	du wäre**ſt**

The du-forms of a verb can be made from the er-forms as follows: if the er-form ends in -t, replace this -t with -ſt; if the er-form does not end in -t, simply add -ſt.

The ihr-**forms**

Present:	ſie fahr**en**	ſie mach**en**	ſie könn**en**	ſie hab**en**	ſie werd**en**	Irregular:	ſie ſind
	ihr fahr**t**	ihr mach**t**	ihr könn**t**	ihr hab**t**	ihr werd**et**		ihr **ſeid**

Past:	ſie fuhren ihr fuhrt	ſie machten ihr machtet	ſie konnten ihr konntet	ſie hatten ihr hattet	ſie wurden ihr wurdet	ſie waren ihr wart
Unreal:	ſie führen ihr führet	ſie machten ihr machtet	ſie könnten ihr könntet	ſie hätten ihr hättet	ſie würden ihr würdet	ſie wären ihr wäret

The ihr forms of a verb can be made from the ie–forms as above.

(Du- and ihr–forms in the quotative, like du fahreſt ihr fahret, are extremely rare and hence not given here. They are almost never said, and very seldom written.)

Command forms: du

Sag' mal, Großvater, . . .	Tell me, grandfather, . . .
Fahr' nicht zu ſchnell!	Don't drive too fast.
Iß nicht ſo viel!	Don't eat so much.

If you are talking to a person whom you call Sie, you tell him to do something by using the general form of the verb plus Sie: ſagen Sie, fahren Sie, eſſen Sie, etc. If you call the person du, there is a special form that you use. Usually it is just the stem of the verb: ſag' [ZAHK], fahr' [FAHR], etc. (The apostrophes are used because the written forms are ſage, fahre; but people seldom say these longer forms.) If the verb is one of those that change the stem vowel from e to i in the er–form (eſſen, er ißt; ſprechen, er ſpricht), the special command form is the stem with this change: iß [ISS], ſprich [SHPRICH]. Irregular are ſei (from ſein 'be') and werde (from werden).

Command forms: ihr

Sagt, was ihr wollt!	Say what you want.
Fahrt nicht zu ſchnell!	Don't drive too fast.
Eßt nicht ſo viel!	Don't eat so much.

If you are talking to two or more people whom you call du, there is no special command form. You just use the ihr–form, without saying the ihr.

C. WORD ORDER: ABNORMAL PARTICIPLES

Statement:	Du **haſt kommen können.**	You have been able to come.
Clause:	(Es freut mich,) daß du **haſt kommen können.**	I'm glad that you have been able to come.
Statement:	Ich **hätte** es geſtern **machen ſollen.**	I should have done it yesterday.
Clause:	(Ich weiß,) daß ich es geſtern **hätte machen ſollen.**	I know that I should have done it yesterday.

Ordinarily, a verb comes at the end of its clause (see Unit 13, Word Study A). However, if a clause contains an infinitive plus an abnormal participle (see Unit 16, Word Study A), this combination always comes at the very end, and the verb comes right in front of it.

D. MAKING NEW WORDS

die Hühnerzucht 'chicken raising' = das Huhn, ¨er [HUHN, HÜHner] 'chicken' + die Zucht 'breeding'
der Hahn, ¨e [HAHN, HEHne] 'rooster'; die Henne, –n [HENNe] 'hen'

der Stall, ¨e [SHTALL, SHTELLe] 'stable, barn (for animals)':
der Hühnerſtall, ¨e 'chicken house'
der Kuhſtall, ¨e 'cow barn'
der Pferdeſtall, ¨e 'stable for horses'
der Schweineſtall, ¨e 'pig pen'

melken (molk, gemolken) [MELken, MOLK, ge-MOLken] 'milk'; die Molkerei, –en 'dairy'
ander– 'other, different': ändern [ENdern] 'alter (clothes, etc.)'; verändern [fer-ENdern] 'change'
der Bauer, –n *or* –n, –n 'farmer' + der Hof, ¨e 'courtyard' = der Bauernhof, ¨e 'farm'
Haupt– 'main' + die Sache, –n 'thing' = die Hauptſache, –n 'the main thing'; hauptſächlich 'main(ly)'
das Obſt 'fruit' + der Garten, ¨ 'garden' = der Obſtgarten, ¨ 'orchard'

2. Covering English and German of Word Study

Give the English equivalents of all German expressions in the *Word Study* and the German for all the English. This is individual study.

3. Review of Basic Sentences

Further oral practice with the first part of the *Basic Sentences*.

1. Review of Basic Sentences (*Cont.*)

Further oral practice with the second part of the *Basic Sentences*.

2. Covering the English of Basic Sentences

Check your knowledge of the meaning of all words and phrases in the *Basic Sentences*. This is individual study.

3. What Would You Say?

A friend of yours is trying to tell his brother how to get to the Café Koenig. How would you give the same directions, using Sie forms? Sample question: Willſt du dich mit jemand im Café König treffen? Sample answer: Wollen Sie ſich mit jemand im Café König treffen?

1. Du kannſt mit der Straßenbahn fahren.
2. Nein, wart' mal, es wäre beſſer, wenn du mit dem Autobus führeſt.
3. Alſo, du gehſt hier bis zur Ecke und ſteigſt in den Autobus ein.
4. Dann fährſt du gerade aus bis zur Kaiſerſtraße.
5. Dort mußt du in die Straßenbahn umſteigen und bis zur Karlſtraße fahren.
6. Wenn du dort ausſteigſt, ſiehſt du gleich vor dir eine Bank.
7. Geh' dann eine Straße gerade aus, bis du zur Münchnerſtraße kommſt.
8. An der Ecke wirſt du einen Schupo ſehen.
9. Frag' ihn, wo das Café König iſt.
10. Er wird es dir ſchon ſagen können.

You find a little child who has lost its mother. Ask it the following questions, making all the changes necessary to put in du forms. Sample question: Können Sie ſich an Ihre Adreſſe erinnern? Sample answer: Kannſt du dich an deine Adreſſe erinnern?

11. Wen ſuchen Sie?
12. Haben Sie Ihre Mutter verloren?
13. Können Sie mir ſagen, wie Sie heißen?
14. Wie heißen Ihre Eltern?
15. Wiſſen Sie, wo ſie wohnen?
16. Sind Sie allein in die Stadt gefahren?
17. Iſt jemand mit Ihnen gefahren?
18. Zeigen Sie mir mal das Buch, das Sie da haben!
19. Sehen Sie mal, Ihre Adreſſe ſteht hier drin.
20. Kommen Sie jetzt mit mir, wir werden Ihre Mutter ſchon finden.

Now suppose that you find two lost children, brother and sister. Ask them the same questions, but use ihr-forms this time. Sample answer: Könnt ihr euch an eure Adreſſe erinnern?

SECTION D—LISTENING IN

1. What Did You Say?

With the other members of the group give orally your responses to the previous exercise as the Leader calls for them.

2. Word Study Check-up

Give the German for all English equivalents in the *Word Study* as the Leader calls for it.

3. Listening In

1. Fritz (F.) und Hans (H.) ſprechen darüber, was ſie im Sommer gemacht haben.

F: Wo warſt du denn dieſen Sommer?

H: Ich habe in einer Fabrik gearbeitet,
in der Munition hergeſtellt wurde.
Ich will nächſtes Jahr auf die Univerſität gehen
und muß mir dazu Geld verdienen.
Haſt du auch dieſen Sommer gearbeitet?

F: Ja, aber ich bin nicht dafür bezahlt worden.

H: Was haſt du denn gemacht?

F: Ich habe meine Großeltern auf ihrem Bauernhof beſucht
und habe bei der Arbeit natürlich mithelfen müſſen.
Sie hatten letztes Jahr drei Knechte,
aber dieſes Jahr arbeiten zwei von ihnen in einer Flugzeugfabrik.

H: Haben deine Großeltern einen großen Bauernhof?

F: Als ich ſie das letztemal vor zehn Jahren beſuchte, war er ziemlich klein,
aber jetzt hat ſich ſehr viel verändert.
Sie haben jetzt ihre eigene Milchwirtſchaft mit etwa 30 Kühen.

H: Donnerwetter, da gibt es ſicher viel zu tun.
Beſitzt dein Großvater auch viel Land?
Und baut er auch Getreide an?

F: Ja, er hat ſich gerade ein neues Stück Land gekauft,
auf dem er dieſes Jahr hauptſächlich Weizen, Roggen und Zuckerrüben angebaut hat.

H: Haſt du auch bei der Ernte mitgeholfen?

F: Ja, natürlich.
Weißt du, der ganze Sommer war ſo ſchön,
daß ich ſicher nächſtes Jahr wieder hinfahre.

2. Die deutſche Landwirtſchaft.

Obwohl die meiſten Länder Europas hauptſächlich Induſtrieländer ſind, ſpielt die Landwirtſchaft eine faſt genau ſo wichtige Rolle. Was eine Nation landwirtſchaftlich nicht ſelbſt produzieren kann, muß ſie natürlich vom Ausland einführen. Aber während eines Krieges iſt die Einfuhr vom Ausland oft unmöglich. Daher verſuchen die meiſten Nationen, ſich von anderen Ländern landwirtſchaftlich unabhängig zu machen. Deutſchland hat dies ſchon lange verſucht und hat ſeine Landwirtſchaft ſehr weit entwickelt. Aber es muß immer noch viele landwirtſchaftliche Produkte vom Ausland einführen, weil es ſelbſt einfach nicht genug Land beſitzt. Es führt z. B. Milchprodukte aus Dänemark* ein, Obſt und Öle aus Italien, und Weizen aus Kanada und den Vereinigten Staaten.

In Amerika beruht die Landwirtſchaft hauptſächlich auf großen Bauernhöfen. Beſonders im amerikaniſchen Mittelweſten ſind viele Bauernhöfe ſo groß, daß man oft in allen Richtungen nichts als große Getreidefelder ſehen kann. Ein Deutſcher würde ſagen, daß das eigentlich kein Bauernhof iſt. Für ihn iſt ein Bauernhof etwas Kleines. Nur im Nordoſten Deutſchlands, vor allem in Oſtpreußen, gibt es große Bauernhöfe. Die meiſten deutſchen Bauern beſitzen nur ein paar kleine Felder.

In unſerem Mittelweſten gibt es auch viele Bauernhöfe, wo nur Weizen angebaut wird. In Deutſchland iſt das faſt nie der Fall. Wenn ein Bauer drei Felder hat, baut er auf dem einen Roggen an, auf dem zweiten Kartoffeln, und auf dem dritten vielleicht Rüben oder Hafer. Dann hat er auch in der Nähe von ſeinem Haus oft einen kleinen Gemüſegarten, vielleicht ein paar Obſtbäume, Ställe für ſeine Kühe und Schweine, und meiſtens auch eine kleine Scheune.

Wir Amerikaner mögen große Bauernhöfe lieber als kleine, aber es iſt ſchwer zu ſagen, ob ſie wirklich beſſer ſind. Ein amerikaniſcher Bauer, der auf ſeinem großen Bauernhof nur Weizen anbaut, kann bei einer guten Ernte natürlich ſehr viel verdienen. Aber wenn alle anderen Bauern auch eine gute Ernte haben, dann produziert das ganze Land ſo viel, daß man keine guten Preiſe für Weizen bekommt, und der Bauer verliert ſehr viel Geld. In Deutſchland kann das nie paſſieren. Was der Bauer an ſeinem Weizen verliert, wird er an ſeinen Kartoffeln oder ſeinem Roggen gewinnen. Und ſelbſt in den ſchlechteſten Jahren produziert er durch ſeinen Gemüſegarten wenigſtens genug für ſeine eigene Familie, während der amerikaniſche Bauer ſich Geld leihen muß, damit ſeine Familie etwas zu eſſen bekommt.

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*Dänemark [DEHne-mark] ‘Denmark’; der Däne,-n,-n [DEHne] ‘Dane (man)’; däniſch [DEHnish] ‘Danish’

SECTION E—CONVERSATION

1. Covering the German of Basic Sentences

With the German covered, practice until you can speak the German for each English sentence without hesitation. This is individual study.

2. Vocabulary Check-up

Give the German for all English sentences in the *Basic Sentences* as the Leader calls for it.

3. Conversation

Suggested Topics:

1. You are talking with a friend who has just spent the summer on his uncle's farm. Ask him: how big the farm was; what crops it had; whether the harvest was good; how many barns it had; what animals; etc.
2. Tell a friend about agricultural conditions in the part of the U. S. that you come from: whether the farms are large or small; whether the farmers own their own farms; what crops are grown; how much the farmers earn; etc.
3. You tell a German about American agriculture: the great wheat farms of the Middle West; the cotton that is grown in the South; what things we export; etc.
4. Explain to a friend what German farms are like: most of them are quite small; the German farmer owns only a few fields; he plants various things on them; he never earns much, but his family always has enough to eat.
5. You and a friend discuss German agriculture: the Germans have made great progress in the field of agriculture; they plant a great deal of rye, barley, wheat, oats, potatoes, and sugar beets; but they still have to import many agricultural products from abroad: milk products from Denmark, fruit and oils from Italy, wheat from Canada and the United States. During the war the occupied countries have had to export so much to Germany that they themselves have not had enough to eat.

SECTION F—CONVERSATION (*Cont.*)

Continue conversation. Additional check-up if necessary.

FINDER LIST

allein [aLAIN] 'alone'

der Apfel,¨ [APfel, EPfel] 'apple'

bauen [BAUen] 'build'; ich baue . . . an 'I plant, cultivate'

der Bauer,-n *or* -n,-n [BAUer] 'farmer'

der Bauernhof,¨e [BAUern-hohf, -höhfe] 'farm'

der Baum,¨e [BAUM, BOIme] 'tree'

beſuchen [be-ZUHkhen] 'visit'

bezahlen: es macht ſich bezahlt 'it more than pays for itself'; ich bezahle . . . ab 'I pay off'

die Birne,–n [BIRne] 'pear'

der Bulle,–n,–n [BULLe] 'bull'

dein [DAIN] (takes ein-endings) 'your' (familiar)

du [DUH] 'you' (familiar): 1 du, 2 dich, 3 dir

eigen [AIgen] 'own'

die Ernte,–n [ERNte] 'harvest'

euer [OIer] (takes ein-endings) 'your' (familiar plural)

das Feld,–er [FELT] 'field'

freuen [FROIen] 'make happy'; ich freue mich 'I am glad'

früh: wir hatten früher, etc. 'we used to have', etc.

die Gerſte [GERste] 'barley'

das Getreide,– [ge-TRAIde] 'grain'

der Hafer [HAHfer] 'oats'

hauptſächlich [HAUPT-zech-lich] 'mainly'

helfen (er hilft, half, geholfen) [HELfen, HILFT, HALF, ge-HOLfen] (plus form 3) 'help'

hoffen [HOFFen] 'hope'

die Hühnerzucht [HÜHner-tsukht] 'chicken raising'; ich habe eine Hühnerzucht 'I keep chickens'

ihr [IHR] 'you' (familiar plural): 1 ihr, 2 euch, 3 euch

jemand [YEHmant] 'someone'

der Knecht,–e [KNECHT] 'hired man, farm hand'

die Kuh,⸚e [KUH, KÜHe] 'cow'

die Landwirtſchaft,–en [LANT-virt-shaft] 'agriculture'; landwirtſchaftlich 'agricultural'

die Magd,⸚e [MAHKT, MEHKde] 'hired girl (on a farm)'

die Milchwirtſchaft,–en [MILCH-virt-shaft] 'milk business, dairy farm'

die Molkerei,–en [molkeRAI] 'dairy'

das Pferd,–e [PFEHRT] 'horse'

der Pferdeſtall,⸚e [PFEHRde-shtall, -shtelle] 'stable (for horses), horse barn'

der Pfirſich,–e [PFIRzich] 'peach'

die Pflaume,–n [PFLAUme] 'plum'

produzieren [prohduhTS!Hren] 'produce'

der Roggen [ROGGen] 'rye'

die Rübe,-n [RÜHbe]: die rote Rübe 'beet'; die weiße Rübe 'turnip'; die gelbe Rübe 'carrot' (gelb 'yellow')

das Schaf,-e [SHAHF] 'sheep'

die Scheune,-n [SHOIne] 'barn (for storing hay, etc.)'; contrast der Stall,-̈e 'barn (for animals)'

das Schwein,-e [SHVAIN] 'pig'

der Stall,-̈e [SHTALL, SHTELLe] 'stable, barn (for animals)'; contrast die Scheune,-n 'barn (for storing hay, etc.)'

ſtaunen [SHTAUnen] 'be astonished, be surprised'

verändern [fer-ENdern] 'change (something); ich verändere mich 'I change'

verdienen [fer-DIHnen] 'earn'

vorig [FOHrich] 'last, previous'

wachſen (er wächſt, wuchs, iſt gewachſen) [VAKsen, VEKST, VUHKS, ge-VAKsen] 'grow'

der Weizen [VAItsen] 'wheat'

die Ziege,-n [TSIHge] '(female) goat'

die Zuckerrübe,-n [TSUCKer-rühbe] 'sugar beet'

UNIT 30

REVIEW

SECTION A—WHAT DO YOU KNOW IN GERMAN?

To the Group Leader: As in Unit 24, Section A consists of five German passages which are to be read by the Guide (or by one of the group members if you have no Guide). The questions to be answered (in English!) are printed below. Before you begin, be sure that everyone has a sheet of paper and a pen or pencil. Give the group 2 minutes to look over the questions on the first passage; then have the passage read; then give them 3 minutes to write their answers; then 2 minutes to look over the questions on the second passage; and so on, until the questions on all five passages have been answered. Then go back and correct all answers.

This unit is again a review of the work covered up to now. As in Unit 24, the first section consists of five German passages which your Guide will read to you, and about which you are asked questions. Before each passage is read you will be given time to familiarize yourself with the questions that are asked on it; after it has been read you will be given time to write down your answers IN ENGLISH. Don't try to answer any of the questions while the passage is being read; when you do write down your answers, make them short and to the point. After you have answered the questions on all five passages, your Guide or Group Leader will go over your answers and correct them with you.

I

1. Was lernt man durch dieſen Krieg?
2. Was haben die meiſten von uns früher von dem Stillen Ozean gedacht?
3. Was haben wir vor zehn Jahren nicht gewußt?
4. Worüber haben wir immer beſſer Beſcheid gewußt?
5. Was weiß jetzt jedes Kind?

II

6. Warum können wir die Geſchichte des 20. Jahrhunderts noch nicht richtig verſtehen?
7. Welche zwei Dinge ſind jetzt ſchon klar?
8. Wer kämpfte gegeneinander in den Kriegen früherer Jahrhunderte?
9. Was für Regierungen haben die meiſten Länder heute?
10. Was hoffen wir für die nächſten hundert Jahre?

III

11. Wer hat dieſen Bericht geſchrieben?
12. Was wurde in Berlin bombardiert?
13. Was hat Goebbels dazu geſagt?
14. Was hat die deutſche Flak gemacht?
15. Was haben die Engländer getan?

IV

16. Was wird aufhören, wenn der Krieg zu Ende iſt?
17. Was glauben viele Leute?
18. Was wird die Autoinduſtrie tun?
19. Welche Induſtrie wird dieſelben Produkte herſtellen?
20. Wo wird man am ſelben Tag zu Mittag und zu Abend eſſen können?

V

21. Wie lange iſt Paul ſchon auf dem Bauernhof?
22. Was muß er jeden Tag tun?
23. Warum will er bis Anfang September dort bleiben?
24. Warum hat ſein Onkel letztes Jahr keine gute Ernte gehabt?
25. Was wird Paul tun, wenn er das nächſte Mal an Hans ſchreibt?

SECTION B—HOW WOULD YOU SAY IT?

Practice saying out loud the German for the following sentences. Keep at them until you know them all cold. Do not write anything down. This is individual study.

I

1. Since Germany lies in the heart of Europe, it belongs half to the east and half to the west.
2. Germany borders in the north on the North Sea and the Baltic.
3. The northern part of Germany, which is very flat, is called the North German Lowland.
4. The four main rivers of northern Germany all flow in a northwesterly direction.
5. The Vistula flows through the Polish Corridor and empties into the Baltic.
6. The rivers of central Europe are of the greatest importance for German commercial traffic.
7. Berlin, the capital of Germany, has over 4,000,000 inhabitants.
8. The free city of Hamburg is a world-famous port on the Elbe.

II

1. The first German Reich was founded by Charlemagne in the year 800.
2. During the Middle Ages the German Reich consisted of individual countries.
3. Germany did not become a political unit until 1871. ('not until' = erst).
4. At the end of the first World War Germany lost about one-eighth of its territory.
5. The Weimar constitution of 1919 gave Germany for the first time a democratic government.
6. On January 30, 1933, the National Socialist German Workers Party came into power.
7. The leader of this party, Adolf Hitler, did away with the republic and introduced a dictatorship.
8. Today the Nazis are being attacked from all sides—on the Russian front, in Italy, and from the air.

III

1. Read me what the paper says.
2. Allied headquarters in the Pacific Ocean announces that the island of Truk has been heavily bombed by American planes.
3. Reich Minister Goebbels made a speech yesterday before 10,000 workers.
4. He declared that England was unable to open a second front because the Luftwaffe had destroyed so many landing boats.
5. Stop that boloney! That guy gets more boring every day!
6. It says here that another guy got murdered in Chicago.
7. I can't find the sporting news, but here's the weather report.
8. The newspaper's no use. I'll turn on the radio instead.

IV

1. The only natural resource which Germany possesses in large quantities is coal.
2. Germany must import raw materials from abroad and convert them to manufactured goods.
3. In the Ruhr area a great iron and steel industry has developed by reason of the coal mines that are located there.
4. Three munitions factories were bombed last night by bomber planes which flew over northern Germany.
5. Many textile goods are manufactured in Saxony, in east central Germany.
6. In the year 1936 Hitler began to arm Germany for the coming war.

7. He introduced the Four Year Plan, which was to make Germany economically independent.
8. Under this plan many substitute products were manufactured.

V

1. I'm very glad you could come. We haven't seen you for a long time.
2. How's the farm?—You'll be surprised at all we've done.
3. Since last summer we've owned a dairy with forty cows.
4. I keep chickens. It more than pays for itself.
5. When we began our own milk business we had to build a big cow barn.
6. We have two farm hands, and a maid who helps my mother in the kitchen.
7. We used to plant ('have planted earlier') mainly rye and wheat.
8. My father hopes to earn enough money this year to pay off his debts.

SECTION C—HOW DID YOU SAY IT?

Quiz by the Group Leader on the sentences in Section B, asking various members of the group: „Wie ſagt man auf deutſch . . .?"

SECTION D—HOW WOULD YOU SAY IT? (*Cont.*)

Translate the following sentences into German, practicing them out loud until you know them all thoroughly. English words in square brackets [ ] are to be omitted in the German. This is individual study.

I

1. London, August 26. Special dispatch from ('of') our London reporter.
2. The attacking troops captured the city after a battle in which thousands of soldiers were killed.
3. The planes bombed southern Germany, flew over the Alps, and landed in Italy.
4. Good Lord are you lazy! Why don't you turn the radio on yourself?
5. Do you do all the work alone?—No, I have a hired man to help ('who helps') me.
6. In the first two years of the war the Nazis conquered almost all [of] Europe.
7. The United States has ('have') exported large quantities of petroleum products to England.
8. The geographical position of Germany explains a large part of its political history.

II

1. What have you got there, the evening paper? Read me the headlines.
2. The second World War began on September 1, 1939, when Hitler attacked Poland.
3. I hope we have a good harvest this year. We've planted a whole lot of sugar beets.
4. George Washington was ('became') born [in] 1732, was elected (to the) first President of the United States [in] 1789, and died in the year 1799.
5. The Balkan states are located on a peninsula in the southeast of Europe.
6. Goods which can no longer ('no more') be imported from abroad must be manufactured synthetically.
7. We're going to plant oats and rye on that new piece of land we bought last winter.
8. He said that the Russian troops would soon be at the old Polish-Russian border.

III

1. All the United Nations are waiting for (*auf*) the opening of the second front.
2. Although Germany is mainly an industrial country, (the) agriculture is also of great importance.
3. At the end of the 19th century Germany was the strongest power in Europe.
4. The western part of Russia consists of a great lowland through which many rivers flow.
5. American and English bomber planes have tried to destroy Germany's industrial economy.
6. When Hitler attacked Russia [in] 1941, many people believed that he would conquer the whole country in a few months.
7. In the last three days the Germans have lost over 5,000 troops.
8. Turn on the radio. I'd like to hear the news.

IV

1. South of the Alps lies the great plain of northern Italy.
2. In the last 25 years Russia has become one of the greatest industrial countries of the world.
3. Germany has to import many agricultural products from abroad.
4. It says ('stands') here in the paper that a Japanese naval base was heavily bombed.

5. Under the Weimar Republic there were ('it gave') in Germany over 30 different political parties.
6. The United States lies ('lie') in the heart of the North American continent.
7. The greatest iron mines in ('of') the world are located in the north of the United States.
8. He said his grandfather had a big farm near Munich.

V

1. Germany imports raw materials, converts them to manufactured goods, and exports these (into) abroad.
2. I worked on a farm last summer, but I didn't earn much money.
3. If Hitler had known how strong the Russian army was, he probably would never have attacked the country.
4. Germany imports many agricultural products, especially fruit and vegetables, from the Balkan countries.
5. There's ('it stands') nothing interesting in the paper today.
6. Paul von Hindenburg was elected (to the) president of the German republic in the year 1925.
7. South of the North German Lowland lie the mountains of central Germany.
8. The United States is ('are') especially rich in natural resources.

SECTION E—HOW DID YOU SAY IT? (*Cont.*)

Quiz by the Group Leader on the sentences in Section D, asking various members of the group: „Wie ſagt man auf deutſch . . .?"

SECTION F—CONVERSATION REVIEW

Hold a series of conversations on any of the topics covered so far. All members of the group should have a chance to take part. Here are some suggested topics:

1. Describe the geography of Germany: its position in Europe; the great lowland in the north, the central range of mountains, the foothills of the Alps in the south; the four rivers in the north and the one great river in the south.

2. Describe the progress of the present war: Hitler attacked Poland on Sept. 1, 1939, and conquered the whole country in a few weeks; England declared war on Germany (erklärte Deutſchland den Krieg) on Sept. 3, 1939; the Nazi troops conquered Denmark, Norway, Holland, Belgium, and France in the spring and early summer of 1940; they attacked Russia in the fall of 1941; on Dec. 7, 1941, Japan attacked the U. S., and in the next few months conquered the Philippines and the Dutch Islands in the Pacific. Then tell what has happened since then. (For names of countries, see Supplementary Word List 2.)

3. Quiz a friend on his knowledge of German history up to the first World War. Ask him when Germany first appears in history; who Charlemagne was; what Germany consisted of during the Middle Ages; and when and by whom it was finally united.

4. Tell what you know about German history during the 20th century. Include the first World War; the Versailles Treaty; the Weimar Republic; the political parties of the twenties; Hitler becoming chancellor on Jan. 31, 1933; the second World War.

5. Describe the rise of the Nazi party: the founding of the party in 1918; Hitler becoming a member shortly afterwards; the death of several members in a street fight in 1923 and Hitler's imprisonment; the growth of the party in the late twenties; the coming into power in 1933; the introduction of the Four Year Plan in 1936; the probable future of the party.

6. Make up a newspaper article, with appropriate headlines, about a bombing attack by Allied planes on munitions factories in the Ruhr area.

7. Quiz a friend on his knowledge of German industry. Ask him what natural resources Germany possesses and where they are located; how its industrial economy functions; where its two greatest industrial areas are located, and what each produces; and what the Four Year Plan was.

8. Tell about the industries of the U. S. and the rôle they have played during the war.

9. Ask a friend questions about a farm where he has worked: size, crops planted, buildings, animals, etc.

10. Tell someone about the differences between our great wheat farms in the Middle West and the little farms that are characteristic of Germany.

SUPPLEMENTARY WORD LIST 1: GERMAN ARMY RANKS

Private (literally 'soldier')	der Soldat,-en,-en	[zolDAHT]
Infantry ('shooter')	der Schütze,-n,-n	[SHÜTse]
Artillery ('cannoneer')	der Kanonier,-e	[kanohNIHR]
Cavalry ('rider')	der Reiter,-	[RAIter]
Engineers ('pioneer')	der Pionier,-e	[pihohNIHR]
Private, First Class:		
Infantry	der Oberſchütze,-n,-n	[OHber-shütse]
Artillery	der Oberkanonier,-e	[OHber-kanohnihr]
Cavalry	der Oberreiter,-	[OHber-raiter]
Engineers	der Oberpionier,-e	[OHber-pihohnihr]
Acting Corporal	der Gefreit-	[ge-FRAIT-]
Corporal	der Obergefreit-	[OHber-ge-frait-]
"Staff Corporal"	der Stabsgefreit-	[SHTAHPS-ge-frait-]
Sergeant ('under-officer')	der Unteroffizier,-e	[UNter-offihtsihr]
Staff Sergeant: Inf., Engrs.	der Unterfeldwebel,-	[UNter-felt-vehbel]
Art., Cav.	der Unterwachtmeiſter,-	[UNter-vakht-maister]
Technical Sergeant: Inf., Engrs.	der Feldwebel,-	[FELT-vehbel]
Art., Cav.	der Wachtmeiſter,-	[VAKHT-maister]

Master Sergeant: Inf., Engrs.	der Oberfeldwebel,–	[OHber-felt-vehbel]
Art., Cav.	der Oberwachtmeiſter,–	[OHber-vakht-maister]
First Sergeant: Inf., Engrs.	der Hauptfeldwebel,–	[HAUPT-felt-vehbel]
Art., Cav.	der Hauptwachtmeiſter,–	[HAUPT-vakht-maister]
Regimental Sergeant Major: Inf., Engrs.	der Stabsfeldwebel,–	[SHTAHPS-felt-vehbel]
Art., Cav.	der Stabswachtmeiſter,–	[SHTAHPS-vakht-maister]
Warrant Officer ('Sgt.-Lieut.')	der Feldwebelleutnant,–e	[FELT-vehbel-LOITnant]
Second Lieutenant	der Leutnant,–e	[LOITnant]
First Lieutenant	der Oberleutnant,–e	[OHber-loitnant]
Captain: Inf., Art., Engrs.	der Hauptmann, *plural* Hauptleute	[HAUPT-mann] [HAUPT-loite]
Cav. ('riding-master')	der Rittmeiſter,–	[RITT-maister]
Major	der Major,–e	[mahYOHR]
Lieutenant Colonel	der Oberſtleutnant,–e	[ohberst-LOITnant]
Colonel	der Oberſt,–en,–en	[OHberst]
Brigadier General	der Generalmajor,–e	[generahl-mahYOHR]
Major General	der Generalleutnant,–e	[generahl-LOITnant]
Lieutenant General:	(der General,–¨e)	[geneRAHL, geneREHle]
Infantry	General der Infanterie	[INfantrih]
Artillery	General der Artillerie	[ARtillerih]
Cavalry	General der Kavallerie	[KAVallerih]
Engineers	General der Pioniere	[pihohNIHre]
General	der Generaloberſt,–en,–en	[generahl-OHberst]
General Field Marshal	der Generalfeldmarſchall,–¨e	[generahl-FELT-marshall]

SUPPLEMENTARY WORD LIST 2: GEOGRAPHICAL TERMS

The six columns are as follows: (1) English name of the area; (2) German name of the area; (3) simplified spelling; (4) German noun meaning 'male inhabitant of the area'; (5) simplified spelling; (6) German adjective meaning 'pertaining to the area'.

All unmarked nouns in column 2 are das-words, though the das is used only in such expressions as das neue Deutſchland 'the new Germany'. Where the word die is given, it is always used with the name of the country: die Schweiz 'Switzerland', die Türkei 'Turkey' (never simply Schweiz, Türkei). Where a die is given in parentheses, the word is plural: (die) Niederlande 'The Netherlands'.

If the words in column 4 end in –er, they behave like der Amerikaner,– (no ending in the plural), and a noun meaning 'female inhabitant of the area' can be made simply by adding –in: die Amerikanerin,–nen. If they end in –e, they behave like der Chineſe,–n,–n (add –n everywhere except in form 1 of the singular), and a noun meaning 'female inhabitant of the area' can be made by dropping the –e and adding –in: die Chineſin,–nen.

From the adjectives in column 6 can be made a das–word meaning 'language or dialect of the area': (das) Chineſiſch.

Africa	Afrika	[AHfrihkah]	der Afrikaner	[ahfrihKAHner]	afrikaniſch
Albania	Albanien	[alBAHnyen]	der Albanier	[alBAHnyer]	albaniſch
Alsace	Elſaß	[ELzass]	der Elſäſſer	[ELzesser]	elſäſſiſch
America	Amerika	[ahMEHrihkah]	der Amerikaner	[ahmehrihKAHner]	amerikaniſch
Argentinia	Argentinien	[argenTIHnyen]	der Argentinier	[argenTIHnyer]	argentiniſch
Asia	Aſien	[AHzyen]	der Aſiat,-en,-en	[ahZYAHT]	aſiatiſch
Australia	Auſtralien	[auSTRAHlyen]	der Auſtralier	[auSTRAHlyer]	auſtraliſch
Austria	Öſterreich	[ÖHst(er)raich]	der Öſterreicher	[ÖHst(er)raicher]	öſterreichiſch
Belgium	Belgien	[BELgyen]	der Belgier	[BELgyer]	belgiſch
Brazil	Braſilien	[brahZIHlyen]	der Braſilianer	[brahzihLYAHner]	braſilianiſch
Bulgaria	Bulgarien	[bulGAHryen]	der Bulgare	[bulGAHre]	bulgariſch
Burma	Birma	[BIRmah]	der Birmane	[birMAHne]	birmaniſch

Chile	Chile	[CHIHleh]	der Chilene	[chihLEHne]	chileniſch
China	China	[CHIHnah]	der Chineſe	[chihNEHze]	chineſiſch
Czechoslovakia	die Tſchechoſlowakei	[tshechoh-slohvanKAI]	der Tſchechoſlowake	[tshechoh-slohVAHke]	tſchechoſlowakiſch
Czechia	die Tſchechei	[tsheCHAI]	der Tſcheche	[TSHECHe]	tſchechiſch
Slovakia	die Slowake.	[slohvahKAI]	der Slowake	[slohVAHke]	ſlowakiſch
Denmark	Dänemark	[DEHne-mark]	der Däne	[DEHne]	däniſch
Egypt	Ägypten	[ehGÜPten]	der Ägypter	[ehGÜPter]	ägyptiſch
England	England	[ENG-lant]	der Engländer	[ENG-lender]	engliſch
Estonia	Eſtland	[EST-lant]	der Eſte	[ESte]	eſtniſch
Europe	Europa	[oiROHpah]	der Europäer	[oirohPEHer]	europäiſch
Finland	Finnland	[FINN-lant]	der Finne	[FINNe]	finniſch
France	Frankreich	[FRANGK-raich]	der Franzoſe die Franzöſin	[franTSOHze] [franTSÖHzinn]	franzöſiſch
Germany	Deutſchland *or* Deutſches Reich	[DOITSH-lant] [DOItshes RAICH]	der Deutſch–	[DOITSH-]	deutſch
Great Britain	Großbritannien	[grohss-briTANNyen]	der Brite	[BRIHte]	britiſch
Greece	Griechenland	[GRIHchen-lant]	der Grieche	[GRIHche]	griechiſch
Holland	Holland	[HOLLant]	der Holländer	[HOLLender]	holländiſch
Hungary	Ungarn	[UNGgarn]	der Ungar,–n,–n	[UNGgahr]	ungariſch
India	Indien	[INdyen]	der Inder	[INder]	indiſch
Ireland	Irland	[IRR-lant]	der Ire *or* der Irländer	[IHre] [IRR-lender]	iriſch irländiſch
Italy	Italien	[ihTAHlyen]	der Italiener	[ihtahLYEHner]	italieniſch

Japan		Japan	[YAHpahn]	der Japaner	[yahPAHner]	japaniſch
Jugoslavia		Jugoſlavien	[YUHgoh-slahvyen]	der Jugoſlawe	[YUHgoh-slahve]	jugoſlawiſch
	or	Südſlavien	[ZÜHT-slahvyen]	der Südſlawe	[ZÜHT-slahve]	ſüdſlawiſch
Latvia		Lettland	[LETT-lant]	der Lette	[LETTe]	lettiſch
Lithuania		Litauen	[LITTauen]	der Litauer	[LITTauer]	litauiſch
Lorraine		Lothringen	[LOHtringen]	der Lothringer	[LOHtringer]	lothringiſch
Luxemburg		Luxemburg	[LUKsem-burk]	der Luxemburger	[LUKsem-burger]	luxemburgiſch
Mexico		Mexiko	[MEKsihkoh]	der Mexikaner	[meksihKAHner]	mexikaniſch
Netherlands	(die)	Niederlande	[NIHder-lande]	der Niederländer	[NIHder-lender]	niederländiſch
New Zealand		Neuſeeland	[noi-ZEH-lant]	der Neuſeeländer	[noi-ZEH-lender]	neuſeeländiſch
Norway		Norwegen	[NORR-vehgen]	der Norweger	[NORR-vehger]	norwegiſch
Philippines	(die)	Philippinen	[filiPIHnen]	der Philippiner	[filiPIHner]	philippiniſch
Poland		Polen	[POHlen]	der Pole	[POHle]	polniſch
Portugal		Portugal	[PORtuhgal]	der Portugieſe	[portuhGIHze]	portugieſiſch
Rumania		Rumänien	[ruhMEHnyen]	der Rumäne	[ruhMEHne]	rumäniſch
Russia		Rußland	[RUSS-lant]	der Ruſſe	[RUSSe]	ruſſiſch
Scotland		Schottland	[SHOTT-lant]	der Schotte	[SHOTTe]	ſchottiſch
Sicily		Sizilien	[zihTSIHlyen]	der Sizilianer	[zihtsihLYAHner]	ſizilianiſch
Spain		Spanien	[SHPAHnyen]	der Spanier	[SHPAHnyer]	ſpaniſch
Sweden		Schweden	[SHVEHden]	der Schwede	[SHVEHde]	ſchwediſch
Switzerland	die	Schweiz	[SHVAITS]	der Schweizer	[SHVAItser]	ſchweizeriſch
Turkey	die	Türkei	[türKAI]	der Türke	[TÜRke]	türkiſch
United States	(die)	Vereinigten Staaten	[fer-AInichten SHTAHten]	der Amerikaner	[ahmehrihKAHner]	amerikaniſch
U. S. A.	(das)	U. S. A.	[UH ESS AH]			

The following are the names of the larger geographical divisions of Germany. Those followed by a (*P*) are provinces of Prussia (die Provinz,–en [prohVINTS]); the others are called Länder (das Land,⸗er [LANT, LENder]).

Baden	Baden	[BAHden]	der Badenſer	[bahDENzer]	badiſch
Bavaria	Bayern	[BAIern]	der Baye[illegible]	[BAIer]	bayriſch
Brandenburg (*P*)	Brandenburg	[BRANden-burk]	der Brandenburger	[BRANden-burger]	brandenburgiſch
Brunswick	Braunſchweig	[BRAUN-shvaik]	der Braunſchweiger	[BRAUN-shvaiger]	braunſchweigiſch
East Prussia (*P*)	Oſtpreußen	[OST-proissen]	der Oſtpreuße	[OST-proisse]	oſtpreußiſch
Hanover (*P*)	Hannover	[hannOHfer]	der Hannoveraner	[hann[illegible]eRAHer]	hannoverſch
Mecklenburg	Mecklenburg	[MEHklen-burk]	der Mecklenburger	[MEHklen-burger]	mecklenburgiſch
Pomerania (*P*)	Pommern	[POMMern]	der Pommer,–n,–n	[POMMer]	pommerſch
Prussia	Preußen	[PROIssen]	der Preuße	[PROIsse]	preußiſch
Saxony	Sachſen	[ZAKsen]	der Sachſe	[ZAKse]	
			die Sächſin	[ZEKsinn]	ſächſiſch
Schleswig-Holstein (*P*)	Schleswig-Holſtein	[SHLEHS-vich-HOLL-shtain]	der Schleswig-Holſteiner	[SHLEHS-vich-HOLL-shtainer]	ſchleswig-holſteiniſch
Silesia (*P*)	Schleſien	[SHLEHzyen]	der Schleſier	[SHLEHzyer]	ſchleſiſch
Thuringia	Thüringen	[TÜHringen]	der Thüringer	[TÜHringer]	thüringiſch
Westphalia (*P*)	Weſtfalen	[vest-FAHlen]	der Weſtfale	[vest-FAHle]	weſtfäliſch
Württemberg	Württemberg	[VÜRtem-berk]	der Württemberger	[VÜRtem-berger]	württembergiſch

Summary of Forms

1. Limiting Words: der

As a noun-modifier

1	der	das	die	die
2	den	das	die	die
3	dem	dem	der	den
4	des	des	der	der

The word dér has these forms when it is used before a noun or adjective, meaning (unaccented) 'the', (accented) 'that'.

As a pronoun

der	das	die	die
den	das	die	die
dem	dem	der	**denen**
deſſen	**deſſen**	**deren**	**deren**

The word der has these forms when it is used alone, either (unaccented) as a relative pronoun, or (accented) as a demonstrative pronoun meaning 'that one, that person'.

2. Other Limiting Words

The dieſer*-words*

1	dieſer	dieſes	dieſe	dieſe
2	dieſen	dieſes	dieſe	dieſe
3	dieſem	dieſem	dieſer	dieſen
4	dieſes	dieſes	dieſer	dieſer

Like dieſ- 'this' are: welch- 'which', jed- 'each, every', all- 'all', beid- 'both', ſolch- 'such'.

The ein*-words*

1	ein(**er**)	ein(**s**)	ein**e**	kein**e**
2	ein**en**	ein(**s**)	ein**e**	kein**e**
3	ein**em**	ein**em**	ein**er**	kein**en**
4	ein**es**	ein**es**	ein**er**	kein**er**

Like ein 'a, an' are: kein 'no, not a, not any', mein 'my', ſein 'his', ihr 'her', unſer 'our', Ihr 'your', ihr 'their' (dein 'your', euer 'your'). These words take the endings in parentheses only when they are used alone.

3. Adjectives

Preceded by a limiting word

1	–e (–er)	–e (–es)	–e	–en
2	–en	–e (–es)	–e	–en
3	–en	–en	–en	–en
4	–en	–en	–en	–en

Adjectives preceded by a limiting word take these endings. The endings in parentheses are used only after ein–words.

Not preceded by a limiting word

1	–er	–es	–e	–e
2	–en	–es	–e	–e
3	–em	–em	–er	–en
4	(–en)	(–en)	–er	–er

Adjectives not preceded by a limiting word take these endings. Only the rare endings in parentheses differ from the dieſer–endings.

4. Pronouns

	'who'	'I'	'he, it'	'she, it'	'it'	'we'	'you'	'they'	('you'	'you')
1	wer	ich	er	ſie	es	wir	Sie	ſie	(du	ihr)
2	wen	mich	ihn	ſie	es	uns	Sie	ſie	(dich	euch)
3	wem	mir	ihm	ihr	ihm	uns	Ihnen	ihnen	(dir	euch)
4	weſſen	—	—	—	—	—	—	—	(—	—)

NOTE. Der–nouns and forms are traditionally called 'masculine', das–nouns and forms 'neuter', and die–nouns and forms 'feminine'. Since there is obviously nothing masculine, neuter, or feminine about any nouns or forms, these terms are apt to be confusing, and have therefore not been used in this took. Other traditional names: form 1 'nominative', form 2 'accusative', form 3 'dative', form 4 'genitive'.

NUMBERS

Cardinal	**Ordinal**	**Fractions**
eins	erſt- [EHRST-]	——
zwei	zweit-	halb, die Hälfte
drei	dritt-	das Drittel
vier [F**IH**R]	viert- [F**IH**RT-]	das Viertel [F**IRR**tel]
fünf	fünft-	das Fünftel
ſechs [ZE**K**S]	ſechſt- [ZE**K**ST-]	das Sechſtel [ZE**K**Stel]
ſieben	ſiebent- *or* ſiebt-	das Siebentel *or* Siebtel
acht	acht-	das Achtel
neun	neunt-	das Neuntel
zehn	zehnt-	das Zehntel
elf	elft-	das Elftel
zwölf	zwölft-	das Zwölftel
dreizehn	dreizehnt-	das Dreizehntel
vierzehn [F**IRR**-tsehn]	vierzehnt- [F**IRR**-tsehnt-]	das Vierzehntel [F**IRR**-tsehntel]
fünfzehn	fünfzehnt-	das Fünfzehntel
ſechzehn [ZE**CH**-tsehn]	ſechzehnt [ZE**CH**-tsehnt-]	das Sechzehntel [ZE**CH**-tsehntel]
ſiebzehn	ſiebzehnt-	das Siebzehntel
achtzehn	achtzehnt-	das Achtzehntel
neunzehn	neunzehnt-	das Neunzehntel
zwanzig	zwanzigſt-	das Zwanzigſtel
einundzwanzig	einundzwanzigſt-	das Einundzwanzigſtel
dreißig	dreißigſt-	das Dreißigſtel

vierzig [**FIRR**tsich]	vierzigſt- [**FIRR**tsichst-]	das Vierzigſtel [**FIRR**-tsichstel]
fünfzig	fünfzigſt-	das Fünfzigſtel
ſechzig [**ZECH**tsich]	ſechzigſt- [**ZECH**tsichst-]	das Sechzigſtel [**ZECH**-tsichstel]
ſiebzig	ſiebzigſt-	das Siebzigſtel
achtzig	achtzigſt-	das Achtzigſtel
neunzig	neunzigſt-	das Neunzigſtel
hundert	hundertſt-	das Hundertſtel
tauſend	tauſendſt-	das Tauſendſtel

NOTE. For further information on the cardinal numbers, see Unit 1, Useful Words and Phrases (B), Unit 8, Additional Numbers and Hints on Pronunciation and Spelling; on the ordinal numbers, Unit 13, Word Study C, Unit 14, Word Study G (1); and on fractions, Unit 21, Word Study C.

VOCABULARIES

The following vocabularies naturally include only the words that are used in this book. To look up other words, you may want to buy a dictionary. A number of German-English, English-German dictionaries are published in the United States, of varying sizes, costs, and qualities; any one of them will do. The firm of Langenscheidt, in Germany, also publishes good dictionaries in several sizes. If you have really mastered the contents of this book, you may want to buy an all-German dictionary. By far the best one for all ordinary purposes is Der Sprach-Brockhaus, published by F. A. Brockhaus, in Leipzig, Germany. Even though this excellent dictionary is written entirely in German and for Germans, it is very useful to foreigners as well, particularly because of its many helpful pictures, tables, and diagrams.

A word of warning on using a German-English English-German dictionary. When you look up a German word you don't know, and find four or five different English translations, you know enough English to pick the right one. But when you look up an English word, and find four or five different German translations, your chances of picking the right one are very slim—only 1 in 4, or 1 in 5. At that rate, it simply isn't worth it. So unless you want to be wrong 3 out of 4, or even 4 out of 5 times, you'd better give the whole thing up and try to say what you want in words that you already know.

GERMAN-ENGLISH VOCABULARY

This list contains all the German words that occur anywhere in units 1–30, with the exception of those that are included in the supplementary word lists, etc., on the immediately preceding pages. All words are listed alphabetically, but they are arranged in such a way as to show you how they are put together. For example, der Schreibtiſch is listed under ſchreiben; there is also a reference to it under der Tiſch. Similarly, die Wäſche and die Wäſcherei are listed under waſchen; natürlich is listed under die Natur; die Erkältung is listed under erkälten, with a reference to kalt; the phrase ich führe . . . aus is listed under führen, with a reference to die Ausfuhr; etc.

Nouns are followed by an abbreviated indication of the way they form their plural; for details, see Unit 7, Word Study C. Nouns that are simply followed by a dash (Bekannt-, der Alliiert-, etc.) take adjective endings; see Unit 9, Word Study B, and Unit 13, Word Study E.

Adjectives that take umlaut in the comparative and uperlative are followed by (¨), for example: **alt** (¨) 'old'. For details, see Unit 10, Word Study A.

Verbs that have any irregular forms are listed in full; for details, see Unit 14, Word Study E. Verbs that make their perfect and pluperfect phrases with ſein are listed with either iſt or bin in front of the participle: **fahren,** er fährt, fuhr, **iſt** gefahren; ſtehen, ſtand, geſtanden—ich ſtehe . . . auf (**bin** aufgeſtanden). Remember, however, that as soon as a verb has an object in form 2, it makes its perfect and pluperfect phrases with haben: ich **habe** den Wagen gefahren; see Unit 14, Word Study D.

Pronunciation is indicated only where the regular spelling is not clear; see the Hints on Pronunciation and Spelling in Units 7—9. Remember that a vowel is short if it is followed by two consonant letters (Herr); and that it is long if it is followed by only one consonant letter (her), or if it is followed by h (mehr), or if it is doubled (Heer). Exceptions to these rules are given in simplified spelling. Unless otherwise indicated, all words are accented on the first syllable; but those beginning with the prefixes be-, ent-, er-, ge-, ver-, zer- are accented on the second syllable.

Abbreviations: sg. 'singular', pl. 'plural', cf. 'compare'.

der **Abend**,-e 'evening' (Sonnabend), guten Abend 'good evening', ich eſſe zu Abend 'I eat (evening) dinner'; abends 'evenings, in the evening'; **die** Abendausgabe,-n 'evening edition', **das** Abendbrot,-e 'supper', **das** Abendeſſen,- '(evening) dinner', **die** Abendzeitung,-en 'evening newspaper'

aber 'but', aber natürlich 'why of course'

abhängig 'dependent' (from es hängt . . . ab)

das **Abteil**,-e 'compartment (on a train)' (cf. der Teil,-e)

ach 'oh', ach was 'aw'

die **Achſe**,-n [AKse] 'axis'

die **Adreſſe**,-n [aDRESSe] 'address'

all: *pl.* alle 'everybody', es iſt alle 'it's all gone', **alles** 'everything', vor allem 'above all'

allein 'alone'

allerdings [aller-DINGSS] 'you bet, I sure am, he sure does, we sure can', etc.

alliieren [allihIHren] '(to) ally'; der Alliiert- '(the) ally'

(1) **als** 'when (once in the past)'

(2) **als**: beſſer als 'better than', als eine der Zentralmächte 'as one of the Central Powers', als ob 'as if', nichts als 'nothing but'

alſo 'and so, well then'

alt (¨) 'old'

das **Amt**,¨er 'public office' (Poſtamt, Telegraphenamt, Telephonamt), das Fräulein vom Amt 'telephone operator'; amtlich 'official'

amüſieren [amühZIHren] 'amuse', ich amüſiere mich 'I have a good time'

an (plus forms 2 and 3) 'up to (the side of), at (the side of)', an ſich 'as a matter of fact, to tell the truth'

ander- 'other, different', ein ander- 'another (= a different)', form without ending is anders; ändern 'alter (clothes, etc.)' (cf. verändern)

anderthalb 'one and a half'

der **Anfang**,=e 'beginning', der Anfänger,- 'beginner' (from ich fange . . . an)

der **Angriff**,-e 'attack' (from ich greife . . . an)

die **Annahme**,-n 'assumption' (from ich nehme . . . an)

der **Anruf**,-e 'telephone call' (from ich rufe . . . an)

die **Anzahl**,-en 'number, quantity' (cf. die Zahl)

der **Anzug**,=e 'suit (of clothes)' (Badeanzug) (from ich ziehe . . . an)

der **Apfel**,= 'apple'

die **Apotheke**,-n [apohTEHke] 'druggist's shop (where prescriptions are filled)'; der Apotheker,- 'druggist'

der **Apparat**,-e [appahRAHT] 'apparatus' (Raſierapparat), am Apparat! 'speaking!'

der **April**,-e [ahPRILL] 'April'

die **Arbeit**,-en '(the) work', der Arbeitgeber,- 'employer', der Arbeitnehmer,- 'employee'; arbeiten '(to) work' (cf. verarbeiten), der Arbeiter,- 'worker'

arm (=) 'poor'

der **Arm**,-e 'arm'

die **Armee**,-n [arMEH] 'army'

die **Artillerie**,-n [ARtillerih] 'artillery'

der **Arzt**,=e 'physician, docter'

das **Aſpirin** [aspihRIHN] 'aspirin'

auch 'also, too'

auf (plus forms 2 and 3) 'on (top of)', auf deutſch 'in German', auf Wiederſehen 'goodbye'

der **Aufſtand**,=e 'uprising' (from ich ſtehe . . . auf)

das **Auge**,-n 'eye'; der **Augenblick**,-e 'moment', einen Augenblick! 'just a minute!'

der **Auguſt**,-e [auGUST] 'August (month)'

aus (plus form 3) 'out of', ich komme aus Berlin 'I'm from Berlin'; außen 'outside', der Außenhandel,= 'foreign trade'; außer (plus form 3) 'except (for)'

der **Ausdruck**,=e 'expression' (from der Druck)

der **Ausflug**,=e 'outing, picnic', ich mache einen Ausflug 'I go on a picnic' (from der Flug)

die **Ausfuhr**,-en 'exportation' (from ich führe . . . aus)

die **Ausgabe**,-n 'edition' (Abendausgabe)

der **Ausgang**,=e 'exit' (from der Gang)

ausgezeichnet 'splendid, excellent'

das **Ausland** 'all the world outside of one's home country' ins Ausland '(to) abroad', im Ausland '(at) abroad' der Ausländer,- 'foreigner (man)', die Ausländerin, -nen 'foreigner' (woman)'

der **Auswanderer**,- 'emigrant', die **Auswanderung**,-en 'emigration' (from ich wandere . . . aus)

das **Auto**,-s [AUtoh] 'auto', ich fahre Auto 'I drive an auto'; der Autobus,-ſe 'bus', die **Autoinduſtrie**,-n 'auto industry', der Autounfall,=e 'auto accident'

backen, er **bäckt, backte** *or* **buk, gebacken** 'bake'; **der** Bäcker,– 'baker'; die Bäckerei,–en [beckeRAI] 'bakery'

das **Bad**,⸚er 'bath'; baden 'bathe, take a bath'; der Badeanzug,⸚e 'bathing suit', die Badehoſe,–n 'bathing trunks', das Badetuch,⸚er 'bath towel', das Badezimmer,– 'bathroom'

die **Bahn**,–en: short for die Eiſenbahn,–en 'railroad', die Straßenbahn,–en 'street railway, street car' (Reichsbahn); der Bahnhof,⸚e 'railroad station', der Bahnſteig,–e 'track, platform (in a station)'

bald 'soon'

der **Ball**,⸚e 'ball (to throw), ball (dance') (Fußball, Handball, Korbball)

die **Bank**,–en 'bank'

die **Bar**,–s 'bar'

bauen 'build', ich baue . . . an 'I plant, cultivate'; der Bauer,–n *or* –n,–n 'farmer', der Bauernhof,⸚e 'farm, farmyard'

der **Baum**,⸚e 'tree' (Obſtbaum); die Baumwolle,–n 'cotton'

bedeuten 'mean, signify'; die Bedeutung,–en 'meaning, significance'

befördern 'promote'

begründen 'found, establish' (from der Grund,⸚e)

bei (plus form 3) 'with, at, on, by': bei mir 'at my house', bei uns 'in our country', er hat eine Pfeife bei ſich 'he has a pipe with him, on his person', beim (= bei dem) Arzt 'at the doctor's'; der Beiwagen,– 'sidecar'

das **Bein**,–e 'leg'

das **Beiſpiel**,–e 'example', z. B. (= zum Beiſpiel) 'for example'

bekannt '(well) known, acquainted' (from kennen), Bekannt– 'friend, acquaintance', ich gebe . . . bekannt 'I announce, make known publicly'

bekommen, bekam, bekommen 'get, receive'

belegen 'cover (with something)', ein belegtes Brot 'a sandwich' (piece of bread with cheese, ham, or sausage on it)

das **Benzin**,–e [benTSIHN] 'gasoline'

bereits 'already'

der **Berg**,–e 'mountain' (cf. das Gebirge); das Bergwerk,–e 'mine' (Kohlenbergwerk)

der **Bericht**,–e '(the) report' (Wetterbericht); der Berichterſtatter,– '(newspaper) reporter'; berichten '(to) report'

beruhen: es beruht auf (plus form 3) 'it rests on, is based on'

beruhigen 'calm (someone) down'; ich beruhige mich 'I calm down'; beruhigen Sie ſich! 'take it easy!'

berühmt 'famous' (weltberühmt)

der **Beſcheid**,–e 'information', ich weiß Beſcheid 'I know about it'

beſetzen 'occupy', iſt dieſer Platz beſetzt? 'is this seat taken?', die Leitung iſt beſetzt 'the line is busy'; die Beſetzung,–en 'occupation (of an area)'

beſiegen 'be victorious over, vanquish' (from der Sieg,-e)

beſitzen, beſaß, beſeſſen 'own, possess'

beſonder- 'special', form without ending is beſonders (from Sonder-)

beſſer 'better'; beſſern: ich beſſere mich 'I improve'; die Beſſerung,-en 'betterment', gute Beſſerung! 'I hope you get well soon!'

beſt- 'best'

beſtehen, beſtand, beſtanden: es beſteht aus 'it consists of'

beſtellen 'order'

beſtimmt 'definite'; die Beſtimmtheit,-en 'definiteness'

der **Beſuch**,-e '(the) visit'; beſuchen '(to) visit' (cf. ſuchen)

betrinken, betrank, betrunken: ich betrinke mich 'I get drunk', betrunken 'drunk, intoxicated'; die Betrunkenheit,-en 'drunkenness'

das **Bett**,-en 'bed'; die Bettdecke,-n 'bedspread', die Bettlampe,-n 'bed lamp'

bezahlen 'pay', es macht ſich bezahlt 'it pays for itself', ich bezahle . . . ab 'I pay off'; die Bezahlung,-en 'payment' (cf. die Zahl,-en)

biegen, bog, gebogen 'bend'; ich biege . . . ein (bin eingebogen) 'I turn in (while driving')

das **Bier**,-e 'beer'; der Biertrinker,- 'beer drinker'

bieten, bot, geboten: ich biete . . . an 'I offer'

das **Bild**,-er 'picture'; bilden 'form'

binden, band, gebunden 'tie' (cf. verbinden); der Bindfaden,¨ 'string'

die **Birne**,-n 'pear'

bis 'until', bis Freitag 'by Friday'

bißchen: ein bißchen 'a bit'

bitten, bat, gebeten 'ask (for something), request', er bittet mich um . . . 'he asks me for . . .'; bitte, bitte ſehr, bitte ſchön 'please, you're welcome, etc.' (general phrase of politeness)

blau 'blue'; bläulich 'bluish'

bleiben, blieb, iſt geblieben 'stay'; ich bleibe . . . aus 'I stay out'; ich bleibe . . . ſtehen 'I stop'

der **Bleiſtift**,-e 'pencil'

der **Blick**,-e '(the) look' (Augenblick); blicken '(to) look'

der **Blitz**,-e 'flash of lightning'; blitzen: es blitzt 'it lightnings'

die **Blume**,-n 'flower'

das **Blut**,-e 'blood'; blutig 'bloody'; der Blutdruck,¨e 'blood pressure'

der **Boden**,¨ 'ground' (Fußboden); der Bodenſchatz,¨e 'natural resource'

die **Bombe**,-n '(the) bomb', das Bombenflugzeug,-e 'bomber plane'; bombardieren '(to) bomb, bombard', die Bombardierung,-en 'bombing, bombardment'

das **Boot**,-e 'boat' (Landungsboot, Ruderboot)

der **Bote**,-n,-n 'messenger' (Eilbote, Poſtbote)

boxen 'box'; der Boxkampf,¨e 'boxing match'

braten, er brät, briet, gebraten 'fry, roast'; Bratkartoffeln 'fried potatoes', die Bratpfanne,-n 'frying pan'; der Braten,- 'roast (of meat)' (Kalbsbraten, Schweinebraten)

brauchen 'need'

braun 'brown'; bräunlich 'brownish'

brechen, er bricht, brach [BRAHKH], iſt gebrochen 'break' (cf. der Bruch,=e)

die **Bremſe**,–n 'brake'; bremſen 'put on the brakes'

der **Brief**,–e 'letter' (Eilbrief); der Briefkaſten,= 'mailbox', die Briefmarke,–n 'postage stamp', das Briefpapier,–e 'letter paper', der Briefträger,– 'mailman', der Briefumſchlag,=e 'envelope (for a letter)'

bringen, brachte, gebracht 'bring'; ich bringe . . . mit 'I take along'

das **Brot**,–e 'bread' (Abendbrot, Butterbrot); das Brötchen,– 'roll'

der **Bruch**,=e 'break, rupture' (from brechen)

der **Bruder**,= 'brother'; brüderlich 'brotherly'

das **Buch**,=e [BUHKH, BÜHcher] 'book' (Kochbuch, Telephonbuch)

bügeln 'press, iron'

der **Bulle**,–n,–n 'bull'

die **Bürſte**,–n '(the) brush' (Haarbürſte, Schuhbürſte, Zahnbürſte); bürſten '(to) brush'

die **Butter** 'butter'; das Butterbrot,–e 'sandwich'

das **Café**,–s [kaFEH] 'café'

die **Chemie** [chehMIH] 'chemistry'; chemiſch [CHEHmish] 'chemical'; der Chemiker,– [CHEHmiker] 'chemist'; Chemikalien [chehmihKAHlyen] 'chemicals'

(der) **Chriſtus** [KRIStus] 'Christ', v. Chr. (= vor Chriſtus) 'B. C.', n. Chr. (= nach Chriſtus) 'A. D.'

der **Cocktail**,–s [KOCK-tehl] 'cocktail'

(1) **da** 'there, then consequently', da drüben 'over there'; daher [dah-HEHR] 'from there, therefore', dahin [dah-HINN] 'to there'

(2) **da** 'since, because'

da(**r**)–: davon [dah-FONN] 'from it, them', darin [dahrINN] 'in it, them', etc.; damit [dah-MITT] 'in order that, so that'

die **Dame**,–n 'lady'

der **Dank** 'thanks', vielen Dank 'many thanks, thanks a lot'; danken 'thank': ich danke Ihnen für . . . 'I thank you for . . .'; danke, danke ſehr, danke ſchön 'thank you'

dann 'then (after that)'

daß (conjunction) 'that'

dauern 'last, continue', dauernd 'continuingly': er hat dauernd Pech 'he keeps having bad luck'

die **Decke**,–n 'covering', also short for Bettdecke 'bedspread', Tiſchdecke 'tablecloth', Wolldecke 'blanket', Zimmerdecke 'ceiling'; decken 'cover', ich decke den Tiſch 'I set the table'

demokratiſch [dehmohKRAHtish] 'democratic'

denken, dachte, gedacht 'think'

denn: often used in questions, meaning something like 'do tell me'

deswegen [DESS-vehgen] 'because of that, that's why' der **Dezember**,- [dehTSEMber] 'December'

dienen (plus form 3) 'serve', womit kann ich Ihnen dienen? 'what can I do for you?' (cf. verdienen); der Diener,- 'servant, butler'

der **Dienſt**,-e 'service'; das Dienſtmädchen,- 'maid'

der **Dienstag**,-e 'Tuesday'

die **Diktatur**,-en [diktahTUHR] 'dictatorship'

das **Ding**,-e 'thing'; das Ding,-er 'gadget, whatsis, thingumajig'

direkt [dihREKT] 'direct'

(1) **doch** (intensifier): kommen Sie doch mit uns! 'do come with us', Sie können doch Deutſch verſtehen! 'you can (certainly) understand German, can't you?'

(2) **doch** 'oh yes' (after a negative statement or question): rauchen Sie nicht? — doch 'don't you smoke?—oh yes (I do)'

der **Doktor**,-en [DOKtohr, dokTOHren] 'doctor (of medicine, philosophy, law, etc.)'

der **Dom**,-e 'cathedral'

der **Donner**,- 'thunder'; der Donnerstag,-e 'Thursday', zum Donnerwetter! 'for crying out loud!'; donnern '(to) thunder'

das **Dorf**,⸗er 'village'

dort 'there'

dr-: draußen 'outside, outdoors', drin = darin, drinnen 'inside, indoors', droben 'up there', drüben 'over there', drunten 'down there'

der **Drilling**,-e 'triplet'

der **Drogerie**,-n [drohgeRIH] 'drugstore'

der **Druck**,⸗e 'pressure' (Ausdruck, Blutdruck, Eindruck, Luftdruck)

dumm (⸗) 'dumb, stupid'; die Dummheit,-en 'stupidity'

dunkel 'dark', ein Dunkles! 'one dark beer!'; die Dunkelheit,-en 'darkness'

durch (plus form 2) 'through'

dürfen, ich darf, durfte, gedurft 'may, be allowed to'

der **Durſt** 'thirst', ich habe Durſt 'I'm thirsty'; durſtig 'thirsty'

das **Dutzend**,-e 'dozen'

eben 'level'; die Ebene,-n 'plain' (Tiefebene)

die **Ecke**,-n 'corner' (viereckig)

ehe (conjunction) 'before'

das **Ei**,-er 'egg'

eigen 'own'

eigentlich 'as a matter of fact'

die **Eile** '(the) hurry'; eilen (iſt geeilt) '(to) hurry'; der Eilbote,-n,-n 'special delivery mailman', per Eilboten 'by special delivery'; der Eilbrief,-e 'special delivery letter'

ein: die Einheit,-en 'unit', einheitlich 'unified, uniform'; einmal 'once'

einander [ainANder] 'one another, each other': gegeneinander, miteinander, etc.

der **Eindruck**,-e 'impression' (from der Druck)

einfach 'simple'; die Einfachheit,-en 'simplicity'

die **Einfuhr**,-en 'importation' (from ich führe . . . ein)

der **Eingang**,-e 'entrance' (from der Gang)

einige 'some, several, a few'

die **Einladung**,-en 'invitation' (from ich lade . . . ein)

der **Einwanderer**,- 'immigrant', die Einwanderung,-en 'immigration' (from ich wandere . . . ein)

der **Einwohner**,- 'inhabitant' (from wohnen)

einzeln 'individual, single'

einzig 'single, sole'

das **Eiſen**,- 'iron'; die Eiſenbahn,-en 'railroad, railway', das Eiſenerz,-e 'iron ore'

Eltern 'parents'

das **Ende**,-n 'end', es iſt zu Ende 'it's over' (Wochenende); endlich 'finally'

der **Enkel**,- 'grandson', die Enkelin,-nen 'granddaughter'

entſpringen, entſprang, iſt entſprungen 'rise (as a river at its source)' (from ſpringen)

entweder . . . oder 'either . . . or'

entwickeln 'develop', ich entwickle mich 'I develop (myself)'

entzünden 'inflame'; die Entzündung,-en 'inflammation' (Lungenentzündung)

erinnern: ich erinnere ihn an (plus form 2) 'I remind him of', ich erinnere mich an 'I remember'

erkälten: ich erkälte mich 'I catch cold' (from **kalt**); **die** Erkältung,-en 'cold'

erklären 'explain, declare', ich erkläre **ihm den Krieg** 'I declare war on him' (from klar); die Erklärung,-en 'explanation'

erleben 'experience, go through, live to see' (from leben)

ermorden 'murder'

die **Ernte**,-n 'harvest'

erobern 'conquer (territory)'

eröffnen 'open (a meeting, etc.)' (from **öffnen**); **die** Eröffnung,-en 'opening, disclosure'

erreichen 'reach, get in contact with'

der **Erſatz** 'substitute', das Erſatzprodukt,-e 'substitute product'

erſcheinen, erſchien, iſt erſchienen 'appear, come into view' (from ſcheinen)

erſt [EHRST] 'first', erſt geſtern 'only yesterday, not until yesterday'

erſtrecken: es erſtreckt ſich 'it extends'

das **Erz**,-e 'ore' (Eiſenerz)

erzählen 'tell (a story), relate' (cf. zählen); die Erzählung,-en 'story, tale'

eſſen, er ißt, aß, gegeſſen 'eat'; der Eßtiſch,-e 'dining table', das Eßzimmer,- 'dining room', der Eßzimmertiſch,-e 'dining room table'; das Eſſen,- 'meal, food' (Abendeſſen, Mittageſſen)

etwa 'approximately, about'

etwas 'something, somwhat', etwas Brot 'some bread'; often shortened to was: ſo was 'something like that'

die **Fabrik**,-en [fahBRIHK] 'factory' (Flugzeugfabrik, Kriegsfabrik, Munitionsfabrik)

der **Faden**,⸗ 'thread' (Bindfaden)

fahren, er fährt, fuhr, iſt gefahren 'go (in a vehicle), drive', ich fahre . . . ab 'I leave, depart', ich fahre . . . an 'I run into', ich fahre . . . durch 'I travel (straight) through'; der Fahrer,- 'driver, chauffeur'; die Fahrkarte,-n 'ticket (for traveling)', der Fahrplan,⸗e 'timetable', das Fahrrad,⸗er 'bicycle'

fallen, er fällt, fiel, iſt gefallen 'fall'; der Fall,⸗e 'fall, case'

falſch 'wrong'

die **Familie**,-n [faMIHlye] 'family'

fangen, er fängt, fing, gefangen 'catch, capture'; ich fange . . . an 'I begin' (der Anfang,⸗e, der Anfänger,-); der Fang,⸗e 'catch'

die **Farbe**,-n 'color'; farbig 'colored'; färben 'dye'

faſt 'almost'

faul 'lazy'

der **Februar**,-e [FEHbruhahr] 'February'

die **Feier**,-n 'celebration'; feiern 'celebrate'

der **Feind**,-e 'enemy'; feindlich 'enemy, hostile'

das **Feld**,-er 'field' (Getreidefeld); der Feldwebel,- 'technical sergeant' (Infantry or Engineers); der Feldzug,⸗e 'campaign'

das **Fenſter**,- 'window'

fern 'far', der Ferne Oſten 'the Far East'

fertig 'ready, done'; die Fertigware,-n 'manufactured article'

feucht 'damp'

das **Feuer**,- 'fire', haben Sie Feuer? 'have you got a light?'; feurig 'fiery'; die Feuerverſicherung,-en 'fire insurance'

das **Fieber**,- 'fever'

der **Film**,-e 'film, moving picture' (Hauptfilm); der Filmſchauſpieler,- 'movie actor'

finden, fand, gefunden 'find', wie finden Sie das Wetter? 'what do you think of the weather?' (cf. der Fund,-e)

flach 'flat, shallow'; die Fläche,-n 'surface'

die **Flak** [FLACK] 'antiaircraft, flak'

die **Flaſche**,-n 'bottle'

das **Fleiſch**,-e 'meat' (Kalbfleiſch, Schweinefleiſch); die Fleiſchſuppe,-n 'meat soup'

fliegen, flog, iſt geflogen 'fly' (cf. der Flug,⸗e); der Flieger,- 'aviator'

fließen, floß, iſt gefloſſen 'flow' (cf. der Fluß,⸗e)

die **Flotte**,-n 'fleet'; der Flottenſtützpunkt,-e 'naval base'

der **Flug**,⸗e 'flight' (from fliegen); das Flugzeug,-e 'airplane' (Bombenflugzeug), die Flugzeugfabrik,-en 'airplane factory'

der **Fluß**,⸗e 'river' (from fließen)

fort 'forth, away'; der Fortſchritt,-e 'progress', ich mache Fortſchritte 'I make progress'

die **Frage**,-n 'question'; fragen 'ask (a question)'

die **Frau**,-en 'woman, wife, Mrs.'; das Fräulein,- 'Miss, waitress, salesgirl', das Fräulein vom Amt 'telephone operator'

frei 'free, unoccupied', das Frei- 'the open', im Freien 'in the open'; die Freiheit,-en 'freedom, liberty'; die Freiſtadt,-̈e 'free city', freiwillig 'voluntary', ich melde mich freiwillig 'I volunteer', der Freiwillig- '(the) volunteer' (from der freie Wille)

der **Freitag**,-e 'Friday'

freuen 'make happy', ich freue mich 'I am glad'

der **Freund**,-e 'friend, boy-friend', die Freundin,-nen 'girl-friend'; freundlich 'friendly, kind'

der **Frieden**,- 'peace'; der Friedensvertrag,-̈e 'peace treaty'

der **Friſeur**,-e [frihZÖHR] 'barber'

die **Front**,-en '(battle)front'

früh 'early (opposite of *late*)', zu früh 'early (opposite of *on time*)', morgen früh 'tomorrow morning', wir hatten früher 'we used to have'; das Frühjahr,-e 'spring', der Frühling,-e 'spring', das Frühſtück,-e 'breakfast'

fühlen 'feel (something)', wie fühlen Sie ſich? 'how do you feel?'

führen 'lead', ich führe . . . ein 'I introduce, import' (die Einfuhr), ich führe . . . aus 'I export' (die Ausfuhr); der Führer,- 'leader'; der Führerſchein,-e 'driver's license'

füllen 'fill', ich fülle . . . aus 'I fill out', die Füllung,-en 'filling, stuffing'; der Füllfederhalter,- 'fountain pen'

der **Fund**,-e 'find' (from finden)

für (plus form 2) 'for'

furchtbar 'awful'

der **Fuß**,-̈e 'foot'; der Fußball,-̈e 'soccer, soccer ball', die Fußballmannſchaft,-en 'soccer team', das Fußballſpiel,-e 'soccer game'; der Fußboden,-̈ 'floor (of a room)'

die **Gabel**,-n 'fork'

der **Gang**,-̈e 'gearshift speed, walk' (Ausgang, Eingang, Rückgang, Spaziergang) (from gehen)

ganz 'whole, quite'; gänzlich 'completely'

gar: gar nicht 'not at all', gar nichts 'nothing at all', **gar** kein 'no . . . at all'

die **Garage**,-n [gahRAHzhe] 'garage'

der **Garten**,-̈ 'garden, back yard' (Gemüſegärten, Obſtgarten)

das **Gas**,-e 'gas'; gaſig 'gaseous'; der Gashebel,- 'accelerator'

der **Gaſt**,-̈e 'guest'; das Gaſthaus,-̈er 'inn'

geben, er gibt, gab, gegeben 'give', es gibt 'there is, there are'; ich gebe . . . auf 'I give up', ich gebe . . . **aus** 'I spend'

das **Gebiet**,-e 'area, region, territory, field (of endeavor)' (Induſtriegebiet, Petroleumgebiet, Ruhrgebiet)

das **Gebirge**,- 'the mountains, mountainous area, mountain range' (Mittelgebirge) (from der Berg,-e)

geboren 'born', ich bin 1920 geboren 'I was born in 1920', Bismarck wurde 1815 geboren 'Bismarck was born in 1815', er iſt geborener Deutſcher 'he's a native (born) German'

die **Geburt**,-en 'birth'; der Geburtstag,-e 'birthday'

gefallen, er gefällt, gefiel, gefallen (plus form 3) 'please', es gefällt mir 'I like it'; der Gefallen,- 'favor', ich tue Ihnen einen Gefallen 'I do you a favor'

gegen (plus form 2) 'against'

gehen, ging, iſt gegangen 'go, walk', wie geht es Ihnen? 'how are you?' (cf. der Gang); ich gehe . . . aus 'I go out (on a date, etc.)', ich gehe . . . los 'I start out', die Uhr geht . . . nach 'the clock is slow', die Uhr geht . . . vor 'the clock is fast'

gehören (plus form 3) 'belong to'

das **Geld**,-er 'money'

gemein 'common, mean', der Gemein- 'private (in the army)'; gemeinſam 'mutual, common'; die Gemeinheit,-en 'meanness'

das **Gemüſe**,- 'vegetable'; der Gemüſegarten,= 'vegetable garden', die Gemüſeſuppe,-n 'vegetable soup'

genau 'exact'

genug 'enough'

die **Geographie**,-n [gehohgrahFIH] 'geography'; geographiſch [gehohGRAHfish] 'geographic'

das **Gepäck** 'baggage' (from packen); der Gepäckträger,- 'porter'

gerade 'just, straight, even', gerade aus 'straight ahead'

gern(e) 'gladly': ich möchte gern 'I'd like to', ich rauche gern 'I like to smoke', ich trinke gern Bier 'I like (to drink) beer', ich mag es gern 'I like it', aber gerne! 'why I'd love to!'; comparative and superlative are lieber and am liebſten

die **Gerſte** 'barley'

das **Geſchäft**,-e 'store' (Lebensmittelgeſchäft)

die **Geſchichte**,-n 'story, history'

Geſchwiſter 'brothers and sisters'

geſtern 'yesterday' (vorgeſtern)

geſund (=) 'healthy, well'; die Geſundheit,-en 'health'

das **Getreide**,- 'grain'; das Getreidefeld,-er 'field of grain'

gewinnen, gewann, gewonnen 'win'

das **Gewitter**,- 'thunderstorm'

das **Glas**,=er 'glass'; glaſig 'glassy'

glauben 'believe', ich glaube 'I think'

gleich 'immediately, right away'

das **Glück** 'happiness', ich habe Glück 'I'm lucky'; **glücklich** 'happy', glücklicherweiſe 'fortunately'

die **Gnade**,-n 'grade, mercy'; gnädig 'gracious, merciful', gnädige Frau 'Mrs. ———', gnädiges Fräulein 'Miss ———' (very polite)

der **Gott**,=er 'god', um Gotteswillen 'for heaven's sake, for goodness' sake', ach du lieber Gott! 'oh good Lord!'; göttlich 'divine'

der **Grad**,-e 'degree', 37 Grad '37 degrees'

grau 'gray'; gräulich 'grayish'

greifen, griff, gegriffen 'seize, grasp' (der Griff, -e); ich greife . . . an 'I attack' (der Angriff, -e)

die **Grenze**, -n 'border, boundary'; grenzen: es grenzt an (plus form 2) 'it borders on, is bounded by'

der **Griff**, -e 'handle' (from greifen)

die **Grippe**, -n 'grippe, influenza'

groß (⸚) 'big, large, tall'; Groß- 'grand-' (Großvater, Großmutter, etc.); Großdeutſchland 'greater Germany'; die Größe, -n 'size' (Schuhgröße, Sockengröße)

grün 'green'; grünlich 'greenish'

der **Grund**, ⸚e 'reason, basis, bottom' (cf. begründen)

der **Gummi**, -s 'rubber' (Radiergummi)

gut (beſſer, beſt-) 'good'; die Güte, -n 'goodness'

das **Haar**, -e 'hair' (usually used in plural); haarig 'hairy'; die Haarbürſte, -n 'hairbrush', der Haarſchnitt, -e 'haircut'

haben, er hat, hatte, gehabt 'have'

der **Hafen**, ⸚ 'port, harbor'

der **Hafer** 'oats'

der **Hahn**, ⸚e 'rooster' (cf. das Huhn, ⸚er; die Henne, -n)

halb 'half', halb ſechs 'half past five' (anderthalb, zweieinhalb); die Halbinſel, -n 'peninsula'

die **Hälfte**, -n 'half'

die **Halle**, -n 'large open room' (Turnhalle)

der **Hals**, ⸚e 'neck'; Halsſchmerzen 'sore throat'

halten, er hält, hielt, gehalten 'stop, hold', was halten Sie von ihm? 'what do you think of him?', ich halte eine Rede 'I make a speech'; halt! 'halt, stop!'; der Halt, -e 'hold, halt'; die Haltung, -en 'deportment'; die Halteſtelle, -n '(street car or bus) stop'

die **Hand**, ⸚e 'hand'; der Handball, ⸚e 'handball', die Handſchrift, -en 'handwriting', das Handtuch, ⸚er '(hand) towel'

der **Handel**, ⸚ 'commerce, trade' (Außenhandel); der Handelsverkehr 'commercial traffic'

hängen, hing, gehangen 'hang, be hanging', es hängt von Ihnen . . . ab 'it depends upon you' (abhängig, unabhängig); der Hang, ⸚e 'slope, hillside'; die Hängelampe, -n 'hanging lamp'; hängen 'hang (something)'

hart (⸚) 'hard (opposite of soft)'; die Härte, -n 'hardness'

das **Haupt**, ⸚er 'head', Haupt- (in compounds) 'main, head'; der Hauptfilm, -e 'main feature'; das Hauptquartier, -e 'headquarters'; die Hauptrolle, -n 'main rôle, lead'; die Hauptſache, -n 'main thing', hauptſächlich 'mainly'; die Hauptſtadt, ⸚e 'capital (city)'

das **Haus**, ⸚er 'house', nach Hauſe '(to) home', zu Hauſe 'at home' (Gaſthaus, Krankenhaus, Warenhaus, Wirtshaus); die Haustür, -en 'front door'

der **Hebel**, - 'lever' (Gashebel, Schalthebel)

das **Heer**, -e 'army'

heil 'whole, sound, healed', ich mache . . . heil 'I fix up, mend'; heilen (iſt geheilt) 'heal'

heilig 'holy'

heiraten 'marry, get married' (cf. verheiratet)

heiß 'hot', mir iſt heiß 'I'm hot'

heißen, hieß, geheißen 'be called', ich heiße 'my name is'

helfen, er hilft, half, geholfen (plus form 3) 'help'

hell 'light (in color), bright', ein Helles! 'one light beer!'

das **Hemd**,-en 'shirt' (Unterhemd)

die **Henne**,-n 'hen' (cf. der Hahn,¨e, das Huhn,¨er)

her 'to here', wo . . . her? 'from where?'; herauf [herrAUF] 'up (towards here)', heraus [herrAUS] 'out (towards here)', herein [herrAIN] 'in (towards here)', herunter [herrUNter] 'down (towards here)'

der **Herbſt**,-e 'fall, autumn'

der **Herr**,-n,-en 'Mr., gentleman'; Herrſchaften 'lady and gentleman, ladies and gentlemen'

herrlich 'magnificent'

das **Herz**: forms 1, 2 Herz, 3 Herzen, 4 Herzens, *pl.* Herzen 'heart'

heute 'today'; heutig 'pertaining to today'

hier '(at) here', hierher [hihr-HEHR] 'to here'

der **Himmel**,- 'sky, heaven', du lieber Himmel! 'good heavens!'

hin 'to there', wo . . . hin? 'to where?'; hinauf [hinnAUF] 'up (towards there)', hinaus [hinnAUS] 'out (towards there)', hinein [hinnAIN] 'in (towards there)', hinunter [hinnUNter] 'down (towards there)'

hint : hinten 'in back, behind'; hinter (plus forms 2 and 3) 'behind, in back of', die Hintertür,-en 'back door'

der **Hof**,¨e 'courtyard' (Bahnhof, Bauernhof)

hoffen 'hope'; hoffentlich! 'I hope so!', hoffentlich nicht! 'I hope not!', hoffentlich kommt er 'I hope he's coming'

holen 'go and get, fetch'; ich hole . . . ab 'I (go and) pick up'

hoppla 'oops!'

hören 'hear'; ich höre mir . . . an 'I listen to', ich höre . . . auf 'I stop, cease'; der Hörer,- 'hearer, telephone receiver'

die **Hoſe**,-n '(pair of) pants, trousers' (Badehoſe, Unterhoſe); die Hoſentaſche,-n 'pants pocket'

das **Hotel**,-s [hohTELL] 'hotel'

hübſch 'pretty, good-looking'

das **Huhn**,¨er 'chicken' (cf. der Hahn,¨e, die Henne,-n); der Hühnerſtall,¨e 'chicken house'; die Hühnerzucht 'chicken raising', ich habe eine Hühnerzucht 'I keep chickens'

der **Hunger** 'hunger', ich habe Hunger 'I'm hungry'; hungrig 'hungry'

die **Hupe**,-n 'horn'; hupen 'blow a horn'

der **Hut**,¨e 'hat'

die **Idee**,-n [ihDEH] 'idea'

immer 'always', immer noch 'still'; immer ſtärker 'stronger and stronger', immer mehr 'more and more', etc.

in (plus forms 2 and 3) 'in, into'; innen 'inside'

die **Induſtrie**,-n [induSTRIH] 'industry' (Autoinduſtrie, Kriegsinduſtrie); das Induſtriegebiet,-e 'industrial region', das Induſtrieland,¨er 'industrial country', die Induſtriewirtſchaft,-en 'industrial economy' die **Infanterie**,-n [INfantrih] 'infantry' (Marineinfanterie)

der **Ingenieur**,-e [inzhehNYÖHR] 'engineer'

die **Inſel**,-n 'island' (Halbinſel)

das **Intereſſe**,-n [inTRESSe] 'interest'; **intereſſant** [intreSANT] 'interesting'; intereſſieren [intreSIHren] '(to) interest', ich intereſſiere mich für 'I am interested in'

irgend- 'some- . . . or other', see Unit 14, Word Study G (4)

(1) **ja** 'yes'

(2) **ja** 'you-know-this-anyhow, of course'

die **Jacke**,-n 'coat (of a suit)'; die Jackentaſche,-n 'coat pocket'

das **Jahr**,-e 'year' (ſiebenjährig, Frühjahr); jährlich 'yearly, annual'; die Jahreszeit,-en 'season', das Jahrhundert,-e [yahr-HUNdert] 'century'

der **Januar**,-e [YANNuahr] 'January'

je 'apiece', wir brauchen je zwei Pfund 'we need two pounds apiece, two pounds each'

jemand 'someone'

jetzt 'now'

der **Juli**,-s [YUHlih] 'July'

jung (=) 'young'; der Junge,-n,-n 'boy' (**Schuhputzjunge**)

der **Juni**,-s [YUHnih] 'June'

der **Kaffee**,-s [KAFFeh] 'coffee'

der **Kaiſer**,- 'emperor, kaiser'

das **Kalb**,=er 'calf'; das Kalbfleiſch 'veal', der **Kalbsbraten**,- 'roast veal'

kalt (=) 'cold', mir iſt kalt 'I'm cold' (cf. **erkälten**); die Kälte,-n 'cold(ness)'

der **Kamm**,=e '(the) comb'; **kämmen** '(to) comb'

der **Kampf**,=e '(the) fight, match' (**Boxkampf, Ringkampf, Straßenkampf, Wettkampf**); **kämpfen** '(to) fight'

der **Kanzler**,- 'chancellor' (Reichskanzler)

die **Kapelle**,-n [kaPELLe] 'band, small orchestra'

kaputt [kaPUTT] 'snafu, busted'

die **Karte**,-n 'card', also short for die **Fahrkarte**,-n 'ticket (for traveling)', die **Landkarte**,-n 'map', die Poſtkarte,-n 'post card', die Speiſekarte,-n 'menu', die Weinkarte,-n 'wine list'; das Kartenſpiel,-e 'game of cards'

die **Kartoffel**,-n [karTOFFel] 'potato' (**Bratkartoffeln**, Salzkartoffeln)

der **Käſe**,- 'cheese'; **käſig** 'cheesy'

die **Kaſerne**,-n [kahZERne] 'barracks'; **das Kaſernenleben** 'barracks life'

der **Kaſſierer**,- [kaSIHrer] 'cashier'

der **Kaſten**,= 'box' (Briefkaſten)

der **Kater**,- 'tom-cat, hangover'

kaufen 'buy' (cf. verkaufen); der Käufer,- 'buyer'

kaum 'hardly'

die **Kavallerie**,-n [KAVallerih] 'cavalry'

keineswegs [KAInes-VEHKS] 'by no means'

kennen, kannte, gekannt 'be acquainted with, know' (cf. bekannt, der Weinkenner,–)

der **Kerl**,–e 'guy, fellow'

das (*or* der) **Kilometer**,– [kihloh-MEHter] 'kilometer' (= 0.62137 miles, roughly $^5/_8$ of a mile)

das **Kind**,–er 'child', Kinder! 'boy!'; **kindlich** 'childlike'

das **Kino**,–s [KIHnoh] 'movie-theater', **ins Kino** 'to the movies'

kippen 'tip'; ich kippe . . . um (bin umgekippt) 'I tip over'

klar 'clear' (cf. erklären); die Klarheit,–en 'clarity'

die **Klaſſe**,–n 'class'

kleben 'stick'

klein 'small, little'

die **Klinge**,–n 'blade' (Raſierklinge)

die **Klingel**,–n '(door, etc.) bell'; **klingeln** 'ring'

der **Klub**,–s [KLUPP] 'club' (Sportklub, Tennisklub)

knapp 'close, barely sufficient, scarce'; die Knappheit,–en 'scarcity'

der **Knecht**,–e 'hired man, farmhand'

der **K. o.**,–s [kah-OH] '(the) knockout' (short for der Knockout,–s [NOCK-aut] 'knockout'); ich ſchlage ihn . . . k. o. 'I knock him out'

der **Koch**,=e '(man) cook, chef', die Köchin,–nen '(woman) cook'; kochen 'cook, boil', das Kochbuch,=er 'cook book', der Kochtopf,=e 'pot (for cooking)'

der **Koffer**,– 'bag, suitcase, trunk'

die **Kohle**,–n 'coal'; das Kohlenbergwerk,–e 'coal mine'

das **Komma**,–s [KOMMah] 'comma', 3,2 (= drei Komma zwei) '3.2 (= three point two)', etc.

kommen, kam, iſt gekommen 'come'; ich komme . . . an 'I arrive', ich komme . . . mit 'I come along'

der **König**,–e 'king'; die Königin,–nen 'queen'; **königlich** 'royal'

können, ich kann, konnte, gekonnt 'can'

der **Kontinent**,–e [KONtihnent] 'continent'

das **Konto**,–s [KONtoh] '(bank) account'

das **Konzert**,–e [konTSERT] 'concert'

der **Kopf**,=e 'head'; Kopfſchmerzen 'headache'

der **Korb**,=e 'basket' (Papierkorb); der Korbball,=e 'basketball', das Korbballſpiel,–e 'basketball game'

der **Korridor**,–e [KORRihdohr] 'corridor'

koſten 'cost'

krank (=) 'sick'; kränklich 'sickly'; die Krankheit,–en 'sickness'; das Krankenhaus,=er 'hospital'; die Krankenſchweſter,–n 'nurse'

die **Krem**,–s 'cream (other than on milk)' (Raſierkrem, Schuhkrem)

der **Krieg**,–e 'war' (Weltkrieg); die Kriegsfabrik,–en 'war plant', die Kriegsinduſtrie,–n 'war industry', Kriegsnachrichten 'war news', der Kriegsſtoff,–e 'war material'

kriegen 'get, obtain, receive'

die **Krone**,–n '(the) crown'; krönen '(to) crown'

die **Küche**,–n 'kitchen'

der **Kuchen**,- [KUHkhen] 'cake'

die **Kugel**,-n 'bullet, sphere, ball'

die **Kuh**,⸗e 'cow'; der Kuhſtall,⸗e 'cow barn'

kuppeln 'couple'; die Kupp(e)lung,-en 'coupling, clutch'

die **Kurve**,-n 'curve'

kurz (⸗) 'short'; die Kürze,-n 'shortness'

die **Kuſine**,-n [kuhZIHne] 'female cousin'

laden, er lädt [LEHT], lud, geladen: ich lade . . . ein 'I invite' (die Einladung,-en)

die **Lage**,-n 'position' (from liegen)

das **Lager**,- 'camp'

die **Lampe**,-n 'lamp' (Bettlampe, Hängelampe, Schreibtiſchlampe, Stehlampe)

das **Land**,⸗er 'country, land', aufs Land 'to the country', auf dem Land 'in, at the country' (Ausland, Induſtrieland); landen (iſt gelandet) '(to) land', die Landung,-en 'landing', das Landungsboot,-e 'landing boat'; die Landkarte,-n 'map', die Landwirtſchaft,-en 'agriculture', landwirtſchaftlich 'agricultural'

lang (⸗) 'long'; lange 'for a long time'; langſam 'slow'; die Länge,-n 'length'; die Langeweile 'boredom', langweilen 'bore', langweilig 'boring'

laſſen, er läßt, ließ, gelaſſen 'let', ich laſſe es machen 'I have it done'

die **Laſt**,-en 'burden, load'; der Laſtwagen,- 'truck'

laufen, er läuft, lief, iſt gelaufen 'run', ich laufe . . . Schi 'I ski'; der Läufer,- 'runner'; der Lauf,⸗e 'course, run' (Wettlauf)

das **Lazarett**,-e [lahtsahRETT] 'military hospital'

das **Leben**,- 'life' (Kaſernenleben); Lebensmittel 'groceries', das Lebensmittelgeſchäft,-e 'grocery store', die Lebensverſicherung,-en 'life insurance'; leben 'live, be alive' (cf. erleben)

leer 'empty'; leeren '(to) empty'; die Leere,-n 'emptiness'

legen 'lay, put', ich lege mich (. . . hin) 'I lie down'

leicht 'light (in weight), easy'

das **Leid**,-e 'sorrow', er tut mir leid 'I'm sorry for him', das tut mir leid 'I'm sorry about that', es tut mir leid, daß . . . 'I'm sorry that . . .'; leider 'unfortunately'

leihen, lieh, geliehen 'lend', ich leihe mir 'I borrow'

das **Leinen**,- 'linen'

leiſten: ich kann mir . . . leiſten 'I can afford'

leiten 'direct, conduct'; die Leitung,-en 'line, wire'

lernen 'learn'

leſen, er lieſt, las, geleſen 'read'; ich leſe . . . vor 'I read (out loud to someone)'

letzt- 'last'

Leute 'people'

lieb 'dear' (lieber and am liebſten are used as the comparative and superlative of gern); die Liebe,-n '(the) love', lieben '(to) love'; der Liebling,-e 'favorite', combining form Lieblings-

liegen, lag, gelegen 'lie, be, be located' (die Lage,-n); der Liegeſtuhl,-e 'deck chair'

link- 'left', form without ending is links 'to the left'

das (*or* der) **Liter,**- 'liter' (= 1.0567 U. S. liquid quarts)

der **Löffel,**- 'spoon' (Schublöffel)

lohnen 'reward, pay', es lohnt ſich 'it's worthwhile'

das **Lokal,**-e [lohKAHL] 'place (for eating and/or drinking)' (Nachtlokal)

los 'loose', was iſt los? 'what's the matter?'; ich fahre . . . los 'I start out (driving)', ich gehe . . . los 'I start out (walking)'

die **Luft,**=e 'air'; luftig 'airy'; der Luftdruck,=e 'air pressure', die Luftpoſt 'airmail', die Luftwaffe,-n 'air force'

die **Lunge,**-n 'lung'; die Lungenentzündung,-en 'pneumonia'

die **Luſt,**=e 'desire', hätten Sie Luſt 'would you feel like', ich habe keine Luſt 'I don't feel like it'; luſtig 'gay'; das Luſtſpiel,-e 'comedy'

machen 'make, do' (Schuhmacher, Uhrmacher); ich mache . . . auf 'I open', ich mache . . . zu 'I close'

die **Macht,**=e 'might, power' (Wehrmacht, Zentralmächte)

das **Mädchen,**- 'girl' (Dienſtmädchen)

die **Magd,**=e [MAHKT, MEHKde] 'hired girl (on a farm)'

der **Magen,**- 'stomach'; Magenſchmerzen 'stomach-ache'

der **Mai,**-e 'May'

das **Mal,**-(e) 'time', warten Sie mal! 'wait a second!', etc.; einmal 'once', etc.; see Unit 15, Word Study D

man 'one, you, a person'

der **Mann,**=er 'man, husband': männlich 'masculine'; die Mannſchaft,-en 'team, crew (of a boat)' (Fußballmannſchaft, Schwimmannſchaft, Sportmannſchaft)

das **Manöver,**- [maNÖHver] 'maneuver'

der **Mantel,**= 'overcoat'; die Manteltaſche,-n 'overcoat pocket'

die **Marine,**-n [mahRIHne] 'navy'; die Marineinfanterie,-n 'the Marines'

die **Mark,**- 'mark' (coin worth about 40 cents)

die **Marke,**-n 'stamp, tag' (Briefmarke)

der **März,**-e 'March'

die **Maſchine,**-n [maSHIHne] 'machine' (Schreibmaſchine)

das **Maß,**-e 'measurement' (from meſſen)

der **Matroſe,**-n [maTROHze] 'sailor'

die **Medizin,**-en [mehdihTSIHN] 'medicine'

das **Meer,**-e 'sea, ocean' (Mittelmeer)

mehr 'more'; die Mehrheit,-en 'majority'

meiſt-: der (das, die, etc.) meiſt- 'most'; meiſtens 'mostly, usually'

der **Meiſter,**- 'master' (Wachtmeiſter); „Die Meiſterſinger", opera by Richard Wagner

melden 'announce, report', ich melde mich 'I report (for duty, etc.)'; die Meldung,-en 'dispatch' (Sondermeldung)

melken, molk, gemolken 'milk' (cf. die Molkerei,-en)

die **Menge,**-n 'quantity, crowd', eine ganze Menge 'a whole lot of'

der **Menſch,**-en,-en 'human being', Menſch! 'man!'

meſſen, er mißt, maß, gemeſſen 'measure', ich meſſe mich 'I take my temperature' (cf. das Maß,-e) das **Meſſer**,– 'knife' (Raſiermeſſer)

die **Miete**,–n '(the) rent'; mieten '(to) rent (from a person)' (cf. vermieten); der Mieter,– 'tenant'

die **Milch** 'milk'; das Milchprodukt,–e 'milk product', die Milchwirtſchaft,–en 'milk business, dairy farm'

die **Million**,–en [millYOHN] 'million', eine Million 'a million'; der Millionär,–e [millyohNEHR] 'millionaire'

der **Miniſter**,– [mihNISter] 'minister (in a government)' (Reichsminiſter)

die **Minute**,–n [mihNUHte] 'minute'

mit (plus form 3) 'with'

das **Mitglied**,–er 'member' (Parteimitglied)

die **Mitte**,–n 'middle'; der Mittag,–e 'noon', ich eſſe zu Mittag 'I eat (noon) dinner' (Nachmittag, Vormittag), mittags 'at noon', das Mittageſſen,– '(noon) dinner'; der Mittwoch,–e 'Wednesday'

das **Mittel**,– 'means' (Lebensmittel)

Mittel–, combining form of die Mitte,–n 'middle': das Mittelalter 'Middle Ages', das Mittelgebirge,– 'central mountain range', etc.

die **Mitternacht**,–e 'midnight'

mögen, ich mag, mochte, gemocht 'like (to)' (usually used with gern)

möglich 'possible', alles mögliche 'all sorts of things'

die **Molkerei**,–en [molkeRAI] 'dairy' (from melken)

der **Monat**,–e 'month'; monatlich 'monthly'; die Monatsſchrift,–en 'monthly (publication)'

der **Mond**,–e [MOHNT] 'moon' (cf. der Montag,–e)

der **Montag**,–e 'Monday' (cf. der Mond,–e)

der **Morgen**,– 'morning', morgens 'in the morning'; morgen 'tomorrow' (übermorgen)

der **Motor**,–en [mohTOHR *or* MOHtohr; *pl.* mohTOHren] 'motor'; das Motorrad,⸗er 'motorcycle'

müde 'tired'

der **Mund**,⸗er 'mouth'; mündlich 'oral'; münden (iſt gemündet) 'flow into (as a river at its mouth)', die Mündung,–en 'river mouth'

die **Munition**,–en [muhnihTSYOHN] 'munition'; die Munitionsfabrik,–en 'munitions factory'

das **Muſeum**, Muſeen [muhZEHum, muhZEHen] 'museum'

die **Muſik** [muhZIHK] 'music'

müſſen, ich muß, mußte, gemußt 'must, have to'

die **Mutter**,⸗ 'mother'; mütterlich 'motherly, maternal'

na 'well'

nach [NAHKH] (plus form 3) 'after, according to, towards, to (a city or country)', nach Hauſe '(to) home'; nachdem [nahkh-DEHM] (conjunction) 'after'; nachher [NAHKH-hehr *or* nahkh-HEHR] 'afterwards'; der Nachmittag,–e 'afternoon', nachmittags 'in the afternoon'; der Nachtiſch,–e 'dessert'

die **Nachricht**,–en 'piece of news', *pl.* 'news' (Kriegsnachrichten, Sportnachrichten)

nächſt– [NEHCHST–] 'next, nearest' (superlative of nahe) die **Nacht**,=e 'night' (Mitternacht, übernachten); das Nachtlokal,-e 'nightclub'

die **Nadel**,-n 'needle' (Sicherheitsnadel, Stecknadel)

nah(**e**) (näher, nächſt-) 'near'; die Nähe 'nearness, vicinity', in der Nähe 'near, near-by', in der Nähe vom Bahnhof 'near the station', etc.

der **Name**: 1 Name, 2, 3 Namen; 4 Namens, *pl.* Namen 'name', namens 'by the name of, named'; nämlich 'namely, you see'

die **Naſe**,-n 'nose'

die **Nation**,-en [nahTSYOHN] 'nation'; national [nahtsyohNAHL] 'national', nationalſozialiſtiſch [nahtsyohNAHL-zohtsyahlistish] 'National Socialist': die Nationalſozialiſtiſche Deutſche Arbeiterpartei 'National Socialist German Workers Party' (abbrev.: die NSDAP [ENN ESS DEH AH PEH])

die **Natur**,-en [nahTUHR] 'nature'; natürlich [nahTÜHR-lich] 'natural(ly), of course'

der **Nazi**,-s [NAHtsih] 'Nazi' (short for der Nationalſozialiſt,-en,-en [nahtsyohNAHL-zohtsyahlist] 'National Socialist (man)')

der **Nebel**,- 'fog'; neblig 'foggy'

neben (plus forms 2 and 3) 'beside'; nebenan [nehben-ANN] 'next door'

der **Neffe**,-n,-n 'nephew'

nehmen, er nimmt, nahm, genommen 'take'; ich nehme . . . ab 'I take off', ich nehme . . . an 'I assume' (die Annahme,-n), ich nehme . . . mit 'I take along'

nein 'no'

nett 'nice, pleasant'

neu 'new'; neulich 'recently'

nicht 'not'; der Nichtraucher,- 'non-smoker', das Nichtraucher-Abteil,-e 'non-smoking compartment'

die **Nichte**,-n 'niece'

nichts 'nothing'

nie 'never'

noch 'still, yet, in addition', noch ein 'another (= an additional)', noch einmal 'once again', noch nicht 'not yet'

der **Norden** 'north'; nördlich 'northern, to the north'; combining form Nord-

normal [norMAHL] 'normal'

die **Not**,=e 'need, want'; nötig 'necessary'

der **November**,- 'November'

null 'zero'

die **Nummer**,-n 'number'

nur 'only'

ob [OPP] 'whether', als ob 'as though, as if'

oben 'above, upstairs'

der **Ober**,- 'waiter', Herr Ober! 'waiter!'

das **Obſt** [OHPST] 'fruit'; der Obſtbaum,=e 'fruit tree', der Obſtgarten,= 'orchard'

obwohl [opp-VOHL] 'although'

oder 'or'

offen 'open' (adjective); öffnen 'open (a door, etc.)', die Öffnung,-en 'opening, aperture' (cf. eröffnen) der **Offizier**,-e [offihTSIHR] 'officer' (Unteroffizier)

oft (¨) 'often'

ohne (plus form 2) 'without'

der **Oktober**,- 'October'

das **Öl**,-e 'oil'; ölig 'oily'

der **Onkel**,- 'uncle'

die **Oper**,-n 'opera'; der Opernſänger,- '(man) opera singer'

das **Orcheſter**,- [orKESter] '(large) orchestra'

die **Ordnung**,-en '(good) order'

der **Oſten** 'east'; öſtlich 'eastern, to the east'; combining form Oſt-

der **Ozean**,-n [OHtesehahn] 'ocean'

paar: ein paar 'a few'

das **Paar**,-e 'pair (of)'

packen 'pack' (cf. das Gepäck)

das **Paket**,-e [paKEHT] 'package'

der **Palaſt**,-e [paLAST] 'palace', das Palaſt Hotel [paLAST hohtell] 'Palace Hotel'

das **Papier**,-e [paPIHR] 'paper' (Briefpapier); der Papierkorb,-e 'wastebasket'

der **Papſt**,¨e [PAHPST] 'pope'

der **Park**,-e '(the) park'; parken '(to) park'

die **Partei**,-en [parTAI] '(political) party'; das Parteimitglied,-er 'party member'

das **Parterre**,-s [parTERR] 'ground floor, first story'

paſſen (plus form 3) 'fit', es paßt zu 'it matches'; ich paſſe . . . auf 'I watch out, pay attention'

paſſieren (iſt paſſiert) [paSIHren] 'happen'

die **Paſte**,-n (*sg. also* Paſta) 'paste' (Zahnpaſte)

der **Patient**,-en,-en [pahTSYENT] 'patient'

die **Patrouille**,-n [paTRULLye] 'patrol'

das **Pech**,-e 'pitch; bad luck'

die **Penſion**,-en [pa^{ng}ZYOHN] 'boarding house'

per [PERR] (plus form 2) 'by, per'

die **Perſon**,-en [perZOHN] 'person'; perſönlich [perZÖHN-lich] 'personal'

das **Petroleum** [pehTROHlehum] 'petroleum'; das Petroleumgebiet,-e 'petroleum area'

die **Pfanne**,-n 'pan' (Bratpfanne)

der **Pfeffer**,- 'pepper'

die **Pfeife**,-n 'pipe'

der **Pfennig**,-e 'pfennig' (100 Pfennig = 1 Mark)

das **Pferd**,-e [PFEHRT] 'horse'; der Pferdeſtall,¨e 'stable (for horses), horse barn'

der **Pfirſich**,-e 'peach'

die **Pflaume**,-n 'plum'

das **Pfund**-e 'pound', zwei Pfund Butter 'two pounds of butter' (American *pound* = 453.6 grams, German Pfund = 500 grams)

der **Pionier**,-e [pihohNIHR] 'pionier; private in Corps of Engineers'; das Pionierkorps [pihohNIHR-kohr] 'Corps of Engineers'

der **Plan**, -e 'plan, map (of a small area)' (Fahrplan, Stadtplan)

der **Platz**, -e 'place, seat'

pleite 'broke (out of money)'

politiſch [pohLIHtish] 'political'

die **Polizei**, -en [pohlihTSAI] 'police'; **die Polizeiwache**, -n 'police station'; der Poliziſt, -en, -en [pohlihTSIST] 'policeman'

der **Portier**, -s [porTYEH] 'portier' (a hotel clerk who gives information on travel, sightseeing, etc.)

das **Porto**, -s [PORtoh] 'postage'

die **Poſt** 'mail, postal service', also short for **das Poſtamt**, -er 'post office'; **der Poſtbote**, -n, -n 'mailman', **die** Poſtkarte, -n 'post card'

der **Präſident**, -en, -en [prehzihDENT] 'president'

der **Preis**, -e 'price'

pro 'per'

die **Probe**, -n '(the) test, try-out'; **probieren** [prohBIHren] '(to) test, try out', ich **probiere . . . an** 'I try on'

das **Produkt**, -e [prohDUKT] 'product' (Erſatzprodukt, Milchprodukt); **produzieren** [prohduhTSIHren] 'produce'

der **Proviant**, -e [prohVYANT] 'provisions (of food)'

der **Puls**, -e 'pulse'

die **Pumpe**, -n '(the) pump'; **pumpen** '(to) pump; bum (something from somebody)', ich **pumpe . . . auf** 'I pump up'

der **Punkt**, -e 'point, dot, period', um Punkt acht Uhr 'at eight o'clock sharp' (Stützpunkt); pünktlich 'punctual'

putzen 'shine, polish' (der Schuhputzer, -, der Schuhputzjunge, -n, -n)

der **Quatſch** [KVATSH] 'boloney, bunk'

das **Rad**, -er 'wheel', also short for **das Fahrrad**, -er 'bicycle' (Motorrad, Steuerrad, Zahnrad); die Radtour, -en [RAHT-tuhr] 'bicycle trip'; radeln '(to) bicycle, ride a bicycle'

radieren [rahDIHren] 'erase'; **der Radiergummi**, -s [rahDIHR-gummih] 'eraser'

das **Radio**, -s [RAHdyoh] 'radio'

raſieren [raZIHren] 'shave', ich raſiere ihn 'I shave him', ich raſiere mich 'I shave (myself)'; **der Raſierapparat**, -e 'safety razor', die Raſierklinge, -n 'razor blade', **die** Raſierkrem, -s 'shaving cream', das Raſiermeſſer, - 'straight razor', die Raſierſeife, -n 'shaving soap'

der **Rauch** '(the) smoke'; rauchen '(to) smoke', **der** Raucher, - 'smoker', **das Raucherabteil**, -e 'smoking compartment'

(1) **recht** 'right, correct', es iſt mir recht 'it's OK with me', recht kurz 'pretty short'; rechtzeitig 'on time'

(2) **recht**- 'right (hand)', form without ending is **rechts** 'to the right'

die **Rede**, -n 'speech', ich halte eine Rede 'I make a speech'; reden 'speak, talk'

der **Regen**, - '(the) rain'; regnen '(to) rain'

regieren [rehGIHren] 'govern'; die Regierung,-en 'government'

reich 'rich', reich an (plus form 3) 'rich in'

das **Reich**,-e 'Reich, Germany, empire'; die Reichsbahn 'German National Railway', der Reichskanzler,- 'Reich chancellor', der Reichsminiſter,- 'Reich minister'

der **Reifen**,- 'tire'

reinigen 'clean'; die Reinigung,-en 'cleaning'

die **Reiſe**,-n 'trip, journey', ich mache eine Reiſe 'I take a trip'; reiſen 'travel' (cf. verreiſen)

die **Republik**,-en [rehpuhBLIHK] 'republic'

das **Reſtaurant**,-s [restohRA^NG] 'restaurant'

das **Rezept**,-e [rehTSEPT] 'prescription, recipe'

richtig 'right, correct'

die **Richtung**,-en 'direction'

ringen, rang, gerungen 'wrestle, struggle'; der Ringkampf,=e 'wrestling match'

der **Roggen** 'rye'

roh 'raw'; der Rohſtoff,-e 'raw material'

die **Rolle**,-n 'rôle, part' (Hauptrolle)

rot 'red'; rötlich 'reddish'; die Röte,-n 'redness'; der Rotwein,-e 'red wine'

die **Rübe**,-n: die rote Rübe 'beet', die weiße Rübe 'turnip', die gelbe Rübe 'carrot' (gelb 'yellow') (Zuckerrübe)

der **Rücken**,- 'back' (cf. zurück); der Rückgang,=e 'reverse gear', der Ruckſack,-e 'knapsack'

rudern (iſt gerudert) 'row'; das Ruderboot,-e 'rowboat'

rufen, rief, gerufen 'call', ich rufe . . . an 'I call up (on the telephone)' (der Anruf,-e); der Ruf,-e 'call'

rund 'round (in shape)'; die Runde,-n 'round (in boxing)'

rüſten 'arm (with weapons)'

die **Sache**,-n 'thing' (Hauptſache, Urſache)

der **Sack**,=e 'sack, bag' (Ruckſack)

ſagen 'say'

die **Sahne**,-n 'cream (on milk)'

das **Salz**,-e 'salt'; ſalzig 'salty'; Salzkartoffeln 'boiled potatoes'

der **Samstag**,-e 'Saturday' (south Germany and Rhineland); see also der Sonnabend

der **Sänger**,- '(man) singer' (Opernſänger) (from ſingen)

ſatt 'full (from eating)', ich habe es ſatt 'I'm sick of it'

ſauber 'clean'

die **Schachtel**,-n '(small) box'

ſchade: ſchade! 'too bad!', wie ſchade! 'what a shame!', es iſt ſchade, daß . . . 'it's too bad that . . .'

der **Schaden**,= 'damage'

das **Schaf**,-e 'sheep'

ſchaffen 'accomplish, get done', ich ſchaffe . . . ab 'I do away with'

ſchalten 'shift gears'; die Schaltung,-en 'gearshift'; der Schalthebel,- 'gearshift lever'

der **Schatz**,=e 'treasure' (Bodenſchatz)

ſchauen 'look' (cf. die Wochenſchau,-en); das Schauſpiel,-e 'spectacle', der Schauſpieler,- 'actor' (Filmſchauſpieler, Theaterſchauſpieler)

ſcheinen, ſchien, geſchienen 'shine, seem' (cf. erſcheinen, wahrſcheinlich)

die **Scheune**,-n 'barn (for storing hay, etc.)'

der **Schi**,-er (*or* der Ski,-er) [SHIH] 'ski', ich laufe . . . Schi 'I ski', der Schilaufer,- 'skier'

ſchicken 'send'

ſchief 'crooked', es geht ſchief 'it goes wrong'

ſchießen, ſchoß, geſchoſſen 'shoot', ich ſchieße . . . ab 'I shoot down' (cf. der Schuß,¨e)

das **Schiff**,-e 'ship'

der **Schinken**,- 'ham'

die **Schlacht**,-en 'battle'; ſchlachten '(to) slaughter', der Schlachter,- 'butcher', die Schlächterei,-en [shlechteRAI] 'butcher's shop, meat market'

ſchlafen, er ſchläft [SHLEHFT], ſchlief, geſchlafen '(to) sleep', ich ſchlafe . . . ein (bin eingeſchlafen) 'I go to sleep'; der Schlafwagen,- 'sleeping-car', das Schlafzimmer,- 'bedroom'; der Schlaf '(the) sleep'

ſchlagen, er ſchlägt [SHLEHKT], ſchlug, geſchlagen 'hit, strike, beat', ich ſchlage . . . tot 'I strike dead, kill by hitting', ich ſchlage . . . vor·'I suggest' (der Vorſchlag,¨e); der Schläger,- '(tennis, etc.) racket'; der Schlag,¨e 'blow'

ſchlecht 'bad, of poor quality'

ſchlimm 'bad, serious'

ſchmecken 'taste', es ſchmeckt (mir) 'it tastes good (to me)'

der **Schmerz**,-en 'pain' (Halsſchmerzen, Kopfſchmerzen, Magenſchmerzen)

ſchmieren 'grease'

der **Schmutz** 'dirt'; ſchmutzig 'dirty'

der **Schnaps**,¨e 'brandy'

der **Schnee** '(the) snow'; ſchneien '(to) snow'

ſchneiden, ſchnitt, geſchnitten 'cut'; der Schneider,- 'tailor', die Schneiderin,-nen 'dressmaker' (cf. der Schnitt,-e)

ſchnell 'fast, quick'

der **Schnitt**,-e 'cut' (Haarſchnitt) (from ſchneiden)

ſchon 'already'

ſchön 'nice, beautiful' (wunderſchön); die Schönheit,-en 'beauty'

der **Schreck**,-e 'fright'; ſchrecklich 'frightful, terrible'

ſchreiben, ſchrieb, geſchrieben 'write'; der Schreiber,- 'clerk'; die Schreibung,-en '(way of) writing'; die Schreibmaſchine,-n 'typewriter', der Schreibtiſch,-e 'desk', die Schreibtiſchlampe,-n 'desk lamp'

die **Schrift**,-en 'writing' (Handſchrift, Monatsſchrift, Überſchrift, Unterſchrift, Wochenſchrift, Zeitſchrift)

der **Schritt**,-e 'step, pace' (Fortſchritt)

der **Schuh**,-e 'shoe'; der Schuhanzieher,- 'shoehorn', die Schuhbürſte,-n 'show brush', die Schuhgröße,-n 'shoe size', die Schuhkrem,-s 'shoe polish', der Schuhlöffel,- 'shoehorn', der Schuhmacher,- 'shoemaker', der Schuhputzer,- 'shoe shiner', der Schuhputzjunge,-n,-n 'shoeshine boy' die **Schuld**,-en 'blame, fault, guilt, debt'; ſchuldig 'guilty, owing'

der **Schupo**,-s [SHUHpoh] 'cop' (short for der Schutzpoliziſt,-en,-en 'protection policeman')

der **Schuß**,-e 'shot' (from ſchießen)

ſchwach ( ) 'weak'; ſchwächlich 'weakly'; die Schwäche,-n 'weakness'

der **Schwager**, 'brother-in-law', die Schwägerin,-nen 'sister-in-law'

ſchwarz ( ) 'black'; ſchwärzlich 'blackish'; der Schwarzwald 'Black Forest'

das **Schwein**,-e 'pig'; der Schweinebraten,- 'roast pork', das Schweinefleiſch 'pork', der Schweineſtall,=e 'pig pen'

ſchwer 'heavy, difficult'

die **Schweſter**,-n 'sister', also short for die Krankenſchweſter,-n 'nurse'; ſchweſterlich 'sisterly'

Schwieger- '-in-law', as in Schwiegereltern 'parents-in-law', etc. (but see der Schwager,=)

ſchwimmen, ſchwamm, iſt geſchwommen 'swim'; die Schwimmannſchaft,-en 'swimming team'

der **See**,-n 'lake'

die **See**,-n 'sea'; der Seeſoldat,-n,-n 'marine, member of the Marines'

ſehen, er ſieht, ſah, geſehen 'see', ich ſehe mir . . . an 'I take a look at', ich ſehe . . . aus 'I look (sick, well, etc.)', ich ſehe . . . nach 'I look up', ich ſehe . . . wieder 'I see again' (auf Wiederſehen)

ſehr 'very'

die **Seife**,-n 'soap' (Raſierſeife); ich ſeife mich . . . ein 'I work up a lather (before shaving)'

ſein: bin, iſt, ſind; war; iſt geweſen 'be'

ſeit (plus form 3) 'since': ich bin ſeit einem Monat hier 'I've been here for a month' (see Unit 17, Word Study B)

die **Seite**,-n 'side, page'

der **Sekt**,-e 'champagne', roter Sekt 'sparkling burgundy'

die **Sekunde**,-n [zehKUNde] 'second'

(1) **ſelb**- 'same': derſelbe, dasſelbe, dieſelbe, etc.

(2) **ſelb**-; ſelber, ſelbſt 'self', see Unit 27, Word Study B; ſelbſtverſtändlich 'self-understandable, obvious (from der Verſtand)

ſelten 'seldom, rare'; die Seltenheit,-en 'rarity'

der **September**,- [zepTEMber] 'September'

die **Serviette**,-n [zerVYETTe] 'napkin'

ſetzen 'set', ich ſetze mich (. . . hin) 'I sit down'; der Setzer,- 'typesetter'

ſich (pronoun, forms 2 and 3, referring back to subject of sentence) 'himself, herself, etc.', an ſich 'as a matter of fact, to tell the truth'

ſicher 'sure, certain, safe'; die Sicherheit,-en 'certainty, safety', die Sicherheitsnadel,-n 'safety pin'

der **Sieg**,-e 'victory' (cf. beſiegen)

ſingen, ſang, geſungen 'sing' (cf. der Sänger,-, die Meiſterſinger)

ſitzen, ſaß, geſeſſen 'sit, be sitting'; die Sitzung,-en 'session'

ſo 'so, thus, in this way', ſo . . . wie 'as . . . as, so . . . as', ſoſo 'hmm', ſogenannt 'so-called', ſozuſagen 'so to speak, as it were'

die **Socke**,-n 'sock'; die Sockengröße,-n 'sock size'

ſofort [zoh-FORT] 'immediately, at once, right away'

ſogar [zoh-GAHR] 'even'

der **Sohn**,=e 'son'

der **Soldat**,-en,-en [zolDAHT] 'soldier' (Seeſoldat)

ſollen, ich ſoll, ſollte, geſollt 'be supposed to', ich ſollte (hätte . . . ſollen) 'I should, ought to'

der **Sommer**,- 'summer'; der Sommerſport,-e 'summer sport'

Sonder- 'special' (cf. beſonder-), die Sondermeldung,-en 'special dispatch'

die **Sonne**,-n 'sun'; ſonnig 'sunny'; der Sonnabend,-e 'Saturday' (North Germany), see also der Samstag; der Sonntag,-e 'Sunday'

ſonſt 'otherwise'

ſozialiſtiſch [zoht-syahLIStish] 'socialistic'

der **Spaß**,=e 'fun', es macht Spaß 'it is fun'

ſpät 'late (opposite of *early*)', zu ſpät 'late (opposite of *on time*)'

ſpazieren [shpaTSIHren]: ich gehe . . . ſpazieren 'I go for a walk'; der Spaziergang,=e '(pleasure) walk', ich mache einen Spaziergang 'I take a walk'

ſpeiſen 'dine'; die Speiſekarte,-n 'menu', der Speiſewagen,- 'dining car'

das **Spiel**,-e 'game' (Fußballſpiel, Kartenſpiel, Korbballſpiel, Luſtſpiel, Schauſpiel, Tennisſpiel, Wettſpiel); ſpielen 'play'

der **Sport**,-e 'sport' (Sommerſport, Winterſport); ſportlich 'athletic'; der Sportklub,-s 'athletic club', die Sportmannſchaft,-en 'athletic team', Sportnachrichten 'sporting news', der Sportwagen,- 'sport model car', die Sportwelt,-en 'sports world'

die **Sprache**,-n [SHPRAHkhe] 'language' (from ſprechen)

ſprechen, er ſpricht, ſprach [SHPRAHKH], geſprochen 'speak' (cf. die Sprache,-n, der Spruch,=e); der Sprecher,- 'speaker'

ſpringen, ſprang, iſt geſprungen 'jump' (cf. entſpringen, der Sprung,=e)

der **Spruch**,=e 'saying' (from ſprechen)

der **Sprung**,=e 'jump' (from ſpringen)

der **Staat**,-en 'state'

die **Stadt**,=e [SHTATT, SHTEHte] 'city', in die Stadt '(to) down town', in der Stadt '(at) down town' (Freiſtadt, Hauptſtadt); der Stadtplan,=e 'city map', der Stadtverkehr 'city traffic'

der **Stahl**,-e *or* =e 'steel'

der **Stall**,=e 'stable, barn (for animals)' (Hühnerſtall, Kuhſtall, Pferdeſtall, Schweineſtall)

der **Stand**,=e 'stand' (from ſtehen)

ſtark (¨) 'strong'; die Stärke,–n 'strength'

ſtaunen 'be astonished, be surprized'

ſtecken 'stick, put (into something)'; ich ſtecke . . . an 'I light, set fire to', ich ſtecke . . . ein 'I put in (my pocket), I mail (a letter)'; die Stecknadel,–n 'pin'

ſtehen, ſtand, geſtanden 'stand, be' (cf. der Stand,=e); ich ſtehe . . . auf (bin aufgeſtanden) 'I get up' (der Aufſtand,=e); die Stehlampe,–n 'floor lamp'

ſtehlen, er ſtiehlt, ſtahl, geſtohlen 'steal'

ſteigen, ſtieg, iſt geſtiegen 'climb'; ich ſteige . . . aus 'I get out (of a vehicle)'; ich ſteige . . . ein 'I get in (a vehicle)', alles einſteigen! 'all aboard!'; ich ſteige . . . um 'I change (trains, streetcars)'

die **Stelle**,–n 'place, position' (Halteſtelle, Tankſtelle); ſtellen 'place, put, set (a clock)', die Stellung,–en 'position, job'; ich ſtelle . . . an 'I turn on', ich ſtelle . . . her 'I manufacture', ich ſtelle . . . vor 'I introduce, present'

ſterben, er ſtirbt, ſtarb, iſt geſtorben 'die'

ſteuern 'steer'; das Steurrad,=er 'steering wheel'

ſtill 'still, quiet'; die Stille,–n 'silence'

ſtimmen: es ſtimmt 'it's right, correct'

der **Stock**,=e 'story, floor (of a building), der erſte Stock = American 'second floor' (cf. dreiſtöckig)

der **Stoff**,–e 'material' (Kriegsſtoff, Rohſtoff)

der **Strand**,–e 'beach, seashore'

die **Straße**,–n 'street'; die Straßenbahn,–en 'street railway, streetcar', der Straßenkampf,=e 'street fight'

das **Streichholz**,=er 'match'

das **Stück**,–e 'piece' (Frühſtück, Theaterſtück)

ſtudieren [shtuhDIHren] 'study'; der Student,–en,–en [shtuhDENT] 'student (at a university)'

der **Stuhl**,=e 'chair' (Liegeſtuhl)

ſtumpf 'dull'

die **Stunde**,–n 'hour'; ſtündlich 'hourly'

ſtützen 'support'; der Stützpunkt,–e '(military or naval) base' (Flottenſtützpunkt)

ſuchen 'seek, look for' (cf. beſuchen, unterſuchen, verſuchen); die Suchung,–en 'search'

der **Süden** 'south'; ſüdlich 'southern, to the south'; combining form Süd–

die **Suppe**,–n 'soup' (Fleiſchſuppe, Gemüſeſuppe)

die **Symphonie**,–n [zümfohNIH] 'symphony'

das **Symptom**,–e [zümpTOHM] 'symptom'

ſynthetiſch [zünTEHtish] 'synthetic'

der **Tabak**,–e [TAHback] 'tobacco'

der **Tag**,–e 'day', guten Tag 'hello, how do you do, good afternoon', acht Tage 'a week', vierzehn Tage 'two weeks' (Sonntag, Montag, Dienstag, Donnerstag, Freitag, Samstag, Geburtstag, Mittag, Wochentag, fünftägig); täglich 'daily'

der **Tank**,–s 'tank (container; armored vehicle)'; **tanken** 'get gasoline', die Tankſtelle,–n 'gas station'

die **Tante**,–n 'aunt'

der **Tanz**,-e '(the) dance'; tanzen '(to) dance'

die **Taſche**,-n 'pocket' (Hoſentaſche, Jackentaſche, Manteltaſche, Weſtentaſche); das Taſchentuch,-er 'handkerchief'

die **Taſſe**,-n 'cup'

die **Tat**,-en 'deed' (from tun)

die **Taxe**,-n [TAKse] *or* das Taxi,-s [TAKsih] 'taxi'

der **Tee**,-s 'tea'

der **Teil**,-e 'part' (cf. das Abteil,-e)

das **Telegramm**,-e [tehleGRAMM] 'telegram'; die Telegraphie [tehlegrahFIH] 'telegraphy'; der Telegraph,-en,-en [teleGRAHF] 'telegraph', das Telegraphenamt,-er 'telegraph office'; telegraphiſch [teleGRAHfish] 'by telegram, telegraphic'; ich telegraphiere [telegrahFIHre] an ihn 'I telegraph (to) him'

das **Telephon**,-e [teleFOHN] 'telephone'; das Telephonamt,-er 'telephone office, central', das Telephonbuch,-er 'telephone book'; telephoniſch [teleFOHnish] 'by telephone'; ich telephoniere [telefohNIHre] mit ihm 'I talk with him on the telephone', ich telephoniere ihn . . . an 'I telephone (to) him'

der **Teller**,- 'plate'

die **Temperatur**,-en [temperahTUHR] 'temperature'

das **Tennis** 'tennis'; der Tennisklub,-s 'tennis club', das Tennisſpiel,-e 'tennis game'

der **Teppich**,-e 'rug'

teuer 'expensive'

Textil- [tekSTIHL-] 'textile'; Textilien 'textiles'; Textilwaren 'textile goods'.

das **Theater**,- [tehAHter] 'theater'; der Theaterſchauſpieler,- 'theater actor', das Theaterſtück,-e 'play (at the theater)'

das **Thermometer**,- [termoh-MEHter] 'thermometer'

tief 'deep'; die Tiefebene,-n 'lowland plain'; die Tiefe,-n 'depth'

die **Tinte**,-n 'ink'

tippen 'type'

der **Tiſch**,-e 'table' (Eßtiſch, Eßzimmertiſch, Nachttiſch, Schreibtiſch); die Tiſchdecke,-n 'table cloth'

die **Tochter**,= 'daughter'

die **Toilette**,-n [twaLETTe] 'toilet'

tot 'dead'; tötlich 'deadly'; töten 'kill'

die **Tour**,-en [TUHR] 'tour, trip' (Radtour)

tragen, er trägt [TREHKT], trug, getragen 'carry, wear'; der Träger,- 'carrier' (Gepäckträger)

transportieren [transs-porTIHren] 'ship, transport'

treffen, er trifft, traf, getroffen 'meet', ich treffe ſie 'I meet her', ich treffe mich mit ihr 'I'm meeting her (by appointment)'

treiben, trieb, getrieben 'carry on, do, be engaged in', ich treibe Sport 'I take athletics' (cf. der Trieb,-e)

trennen 'divide, separate'

die **Treppe**,-n 'stairway'

treten, er tritt, trat, iſt getreten 'step'

der **Trieb**,-e 'impulse' (from treiben)

trinken, trank, getrunken 'drink' (cf. betrinken)

trocken 'dry'

die **Truppe**,-n 'troop'

das **Tuch**,=er [TUHKH] '(piece of) cloth' (Badetuch, Handtuch, Taſchentuch)

tun, tat, getan 'do, put' (cf. die Tat,-en)

die **Tür**,-en 'door' (Haustür, Hintertür)

turnen 'do gymnastics'; die Turnhalle,-n 'gymnasium'

über (plus forms 2 and 3) 'over, above'; übrig 'remaining, left over', übrigens 'incidentally'; übermorgen 'the day after tomorrow'; die Überſchrift,-en 'headline, heading'

überall [uhber-ALL] 'everywhere'

überhaupt [uhber-HAUPT] 'anyhow'

überholen [uhber-HOHlen] 'overtake, pass'

übernachten [uhber-NAKHten] 'stay overnight, spend the night' (from die Nacht,=e)

die **Uhr**,-en 'clock, watch', ein Uhr 'one o'clock', etc.; der Uhrmacher,- 'watchmaker'

um (plus form 2): ich bitte um 'I ask for', um halb zwei 'at half past one'; um . . . willen 'for . . .'s sake'; um . . . zu (plus infinitive) 'in order to'

der **Umſchlag**,=e 'envelope' (Briefumſchlag)

unabhängig 'independent' (from abhängig)

und 'and'

der **Unfall**,=e 'accident' (Autounfall); die Unfallverſicherung,-en 'accident insurance'

die **Uniform**,-en [uhnihFORM] 'uniform'

die **Univerſität**,-en [uhnihverzihTEHT] 'university'

unmöglich 'impossible', das kann ich unmöglich machen 'I can't possibly do that' (from möglich)

unt-; unten 'below, downstairs'; unter (plus forms 2 and 3) 'under, beneath'; das Unterhemd,-en 'undershirt', die Unterhoſe,-n 'shorts, drawers', die Unterſchrift,-en 'signature'

unterſuchen [unter-ZUHkhen] 'investigate, examine' (from ſuchen)

Ur- 'great-', as in Urgroßeltern 'great-grandparents', etc.

der **Urlaub**,-e 'leave, furlough', ich gehe auf Urlaub 'I go on leave'

die **Urſache**,-n 'cause', keine Urſache 'not at all, don't mention it'

der **Vater**,= 'father'; väterlich 'fatherly, paternal'

verändern 'change (something)', ich verändere mich 'I change' (from ändern)

verarbeiten 'convert (by some industrial process)' (from arbeiten)

der **Verband**,=e 'bandage' (from verbinden)

verbinden, verband, verbunden 'connect', ich bin falſch verbunden 'I have the wrong number', Sie haben mich falſch verbunden 'you've given me the wrong number'; die Verbindung,-en 'connection, contact' (from binden)

verboten 'forbidden, prohibited'

verbrennen, verbrannte, iſt verbrannt 'burn, burn up'

verdienen 'earn' (from dienen)

vereinigen 'unite', die Vereinigten Staaten von Amerika 'the United States of America'

die **Verfaſſung**,-en 'constitution'

vergeſſen, er vergißt, vergaß, vergeſſen 'forget'

das **Vergnügen**,– 'pleasure', viel Vergnügen! 'have a good time!'

verhaften 'arrest'

verheiratet 'married', verheiratet mit 'married to' (from heiraten)

verkaufen 'sell'; der Verkäufer,– 'clerk (in a store)' (from kaufen)

der **Verkehr** 'traffic' (Handelsverkehr, Stadtverkehr); die Verkehrsampel,-n 'traffic light'

verlieren, verlor, verloren 'lose'

verloben: ich verlobe mich (mit) 'I get engaged (to)', Verlobt- 'fiancé(e)'; die Verlobung,-en 'engagement'

vermieten 'rent' (to a person)' (from mieten)

vermiſſen 'miss, regret the absence of'

verpaſſen 'miss (by not arriving on time)'

verreiſen (iſt verreiſt) 'go away on a trip' (from reiſen)

verſchieden 'various, different'

verſichern 'insure' (from ſicher); die Verſicherung,-en 'insurance' (Feuerverſicherung, Lebensverſicherung, Unfallverſicherung)

der **Verſtand** 'understanding, intelligence' (from **verſtehen**); verſtändlich 'understandable' (cf. ſelbſtverſtändlich)

verſtehen, verſtand, verſtanden 'understand' (cf. der Verſtand)

der **Verſuch**,-e '(the) attempt'; verſuchen '(to) attempt, try'; die Verſuchung,-en 'temptation' (from ſuchen)

der **Vertrag**,-e 'treaty' (Friedensvertrag)

verwandt 'related', verwandt mit 'related to'; Verwandt- 'relative'

verwunden 'wound' (from die Wunde,-n)

verzeihen, verzieh, verziehen (plus form 3) '(to) pardon', die Verzeihung,-en '(the) pardon', Verzeihung! 'excuse me!'

der **Vetter**,-n 'male cousin'

viel (mehr, meiſt-) 'much', vielen Dank 'many thanks, thanks a lot'

vielleicht [fihLAICHT] 'perhaps'

der **Vierjahresplan**,¨e 'Four Year Plan'

von (plus form 3) 'from, of'

vor (plus forms 2 and 3) 'in front of, before', vor einem Jahr 'a year ago'; vorig 'previous, last'; vorgeſtern 'the day before yesterday', vorher [FOHR-hehr *or* fohr-HEHR] 'beforehand', der Vormittag,-e 'forenoon'; vorne 'in front'

der **Vorſchlag**,¨e 'suggestion' (from ich ſchlage . . . vor)

die **Vorſicht** 'caution', Vorſicht! 'be careful, look out!'

wach 'awake'; wachen 'stay awake', ich wache . . . auf (bin aufgewacht) 'I wake up'

wachſen, er wächſt, wuchs, iſt gewachſen [VAKsen, VEKST, VUHKS, ge-VAKsen] 'grow'

die **Wacht** 'watch, guard'; der Wachtmeiſter,- 'police sergeant', Herr Wachtmeiſter! 'officer!'

die **Waffe**,-n 'weapon' (Luftwaffe)

der **Wagen**,- 'car' (Beiwagen, Laſtwagen, Schlafwagen, Speiſewagen, Sportwagen)

wählen 'choose, elect; dial (on the telephone)'

wahr 'true', nicht wahr? 'don't you, isn't he, won't they?', etc.; die Wahrheit,-en 'truth'; wahrſcheinlich [vahr-SHAIN-lich] 'probable'

während 'while'; (plus form 4) 'during'

der **Wald**,¨er 'forest, woods' (Schwarzwald, Spreewald)

die **Wand**,¨e 'wall'

wandern (iſt gewandert) 'wander, hike', die Wanderung,-en 'hike'; ich wandere . . . aus 'I emigrate' (der Auswanderer,-, die Auswanderung,-en), ich wandere . . . ein 'I immigrate' (der Einwanderer,-, die Einwanderung,-en)

wann 'when' (in questions)

die **Ware**,-n 'ware, article', *pl.* 'goods' (Fertigwaren); das Warenhaus,¨er 'department store'

warm (¨) 'warm', mir iſt warm 'I'm warm'; die Wärme,-n 'warmth'

warten 'wait', ich warte auf ihn 'I wait for him', warten Sie mal! 'wait a minute!'

warum [vahRUMM] 'why'

(1) **was** 'what', was für ein 'what sort of a'

(2) **was** (short for etwas): ſo was 'something like that'

waſchen, er wäſcht, wuſch [VUHSH], gewaſchen 'wash', ich waſche mich 'I wash (myself)'; die Wäſcherin,-nen 'laundress'; die Wäſche,-n 'wash'; die Wäſcherei,-en [vesheRAI] 'laundry'

das **Waſſer**,- 'water'; wäſſerig 'watery'

wechſeln [VEKseln] 'change, switch'

wecken 'wake, awaken (a person)'; der Wecker,- 'alarm clock'

weder . . . noch 'neither . . . nor'

weg [VECK] (accented adverb) 'away'

das **Weh**,-e 'woe', es tut . . . weh 'it hurts', mein Arm tut mir weh 'my arm hurts me'

die **Wehrmacht** 'armed forces' (cf. die Macht,¨e)

weil 'because'

die **Weile**,-n 'while' (Langeweile)

der **Wein**,-e 'wine' (Rotwein, Weißwein); die Weinkarte,-n 'wine list', der Weinkenner,- 'connoisseur o wines'

weiß 'white'; weißlich 'whitish'; der Weißwein,-e 'whit wine'

weit 'far'

der **Weizen** 'wheat'

die **Welt**,-en 'world' (Sportwelt); weltberühmt 'world famous', der Weltkrieg,-e 'world war'

wenig 'little', *pl.* 'few' (opposite of viel 'much', *pl.* 'many'); wenigſtens 'at least'

wenn 'if, whenever; when (in speaking of the present and the future)'

werden, er wird, wurde, iſt geworden (1) 'become'; (2) used to form the future phrase; (3) used to form the passive phrase (participle is then worden)

die **Weſte**,-n 'vest'; die Weſtentaſche,-n 'vest pocket'

der **Weſten** 'west'; weſtlich 'western, to the west'; combining form is Weſt

die **Wette**,-n '(the) bet', ich laufe um die Wette 'I race (running)', ich ſchwimme um die Wette 'I race (swimming)', etc.; wetten '(to) bet'; der Wettkampf,⸗e 'match, contest', der Wettlauf,⸗e '(running) race', das Wettſpiel,-e 'match, contest'

das **Wetter**,- 'weather' (zum Donnerwetter); der Wetterbericht,-e 'weather report'

wichtig 'important'

wickeln: ich wickle . . . ein 'I wrap up'

(1) **wie** 'how', wie bitte? 'what did you say?'; **wieſo** [vih-ZOH] 'how come', wieviel 'how much'

(2) **wie**: ſo . . . wie 'as . . . as, so . . . as'

wieder '(back) again'; ich ſehe . . . wieder 'I see again', auf Wiederſehen 'goodbye'

der **Wille**, forms 2 and 3 Willen, form 4 Willens 'will' (cf. freiwillig); um . . . willen 'for . . .'s sake'

der **Winter**,- 'winter'; der Winterſport,-e 'winter sport'

wirklich 'real'

der **Wirt**,-e 'landlord, innkeeper'; die Wirtin,-nen 'landlady'; die Wirtſchaft,-en 'economy' (Induſtriewirtſchaft, Landwirtſchaft, Milchwirtſchaft), wirtſchaftlich 'economic(ally)'; das Wirtshaus,⸗er 'inn'

wiſſen, ich weiß, wußte, gewußt 'know (a fact)', wiſſen Sie noch 'do you remember', das weiß ich nicht mehr 'I don't remember'

wo 'where, in what place', wo . . . her *or* woher [voh-HEHR] 'from where', wo . . . hin *or* wohin [voh-HINN] 'to where'

wo(r)-: wovon [voh-FONN] 'from what', worin [vohr-INN] 'in what', etc.

die **Woche**,-n 'week' (der Mittwoch,-e); wöchentlich 'weekly'; das Wochenende,-n 'week end', die Wochenſchau,-en 'newsreel', die Wochenſchrift,-en 'weekly (publication)', der Wochentag,-e 'weekday, day of the week'

wohner 'live, dwell, reside' (cf. der Einwohner,-); die Wohnung,-en 'apartment'; das Wohnzimmer,- 'living room'

die **Wolle**,-n 'wool' (Baumwolle); die Wolldecke,-n '(woolen) blanket'

wollen, ich will, wollte, gewollt 'want to'

die **Wunde**,-n 'wound' (cf. verwunden)

das **Wunder**,- 'wonder, miracle'; wunderbar 'wonderful' wunderſchön 'wonderfully beautiful' der **Wunſch**, ¨e '(the) wish'; wünſchen '(to) wish'

die **Wurſt**, ¨e 'sausage'

die **Zahl**, -en 'number' (Anzahl); zahlen: bitte zahlen! 'the bill, please'; zählen 'count' (cf. erzählen)

der **Zahn**, ¨e 'tooth'; die Zahnbürſte, -n 'toothbrush', die Zahnpaſte, -n 'toothpaste', das Zahnrad, ¨er 'gear'

zeigen 'show'

die **Zeit**, -en 'time' (rechtzeitig, Jahreszeit); zeitlich 'temporal'; die Zeitſchrift, -en 'periodical, journal'

die **Zeitung**, -en 'newspaper' (Abendzeitung)

das **Zelt**, -e 'tent'

zentral [tsenTRAHL] 'central'; Zentralmächte 'Central Powers'

zerſtören 'destroy'

der **Zettel**, - 'slip (of paper)'

die **Ziege**, -n '(female) goat'

(1) **ziehen**, zog, gezogen 'pull, draw' (cf. der Zug, ¨e); ich ziehe . . . an 'I dress (someone), put on (something)', ich ziehe mich . . . an 'I get dressed' (der Anzug, ¨e, der Schuhanzieher, -); ich ziehe . . . auf 'I wind up'; ich ziehe . . . aus 'I undress (someone), take off (something)', ich ziehe mich . . . aus 'I get undressed'; ich ziehe . . . ein 'I draft (into the army)'; ich ziehe . . . um 'I change (someone's) clothes', ich ziehe mich . . . um 'I change my clothes'

(2) **ziehen**, zog, iſt gezogen 'move'; ich ziehe . . . aus 'I move out', ich ziehe . . . ein 'I move in', ich ziehe . . . um 'I move (from one place to another)'

ziemlich 'rather, pretty'

die **Zigarette**, -n [tsihgahRETTe] 'cigarette'

die **Zigarre**, -n [tsihGARRe] 'cigar'

das **Zimmer**, - 'room' (Badezimmer, Eßzimmer, Schlafzimmer, Wohnzimmer); die Zimmerdecke, -n 'ceiling'

(1) **zu** (plus form 3) 'to'

(2) **zu** 'too', as in zu ſchnell 'too fast'

der **Zucker** 'sugar'; die Zuckerrübe, -n 'sugar beet'

der **Zug**, ¨e 'train' (from ziehen)

zurück [tsuhRÜCK] (accented adverb) 'back' (cf. der Rücken, -)

zuſammen [tsuh-ZAMMen] 'together'

zwar 'to be sure' (means that a *but* is coming), und zwar 'and now-I'm-going-into-details, namely'

zwiſchen (plus forms 2 and 3) 'between'

GEOGRAPHICAL NAMES

(See also Supplementary Word List 2)

Alpen 'Alps'

der **Atlantik** [atLANtik] 'Atlantic (ocean)'

der **Balkan** 'Balkan area'

(das) **Berlin** [berLIHN] 'Berlin'

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(das) **Chicago** [shihKAHgoh] 'Chicago'
(das) **Danzig** 'Danzig'
die **Donau** 'Danube (river)'
die **Elbe** 'Elbe (river)'
(das) **Hamburg** 'Hamburg'
Karpathen [karPAHten] 'Carpathians'
(das) **London** 'London'
das **Mittelmeer** 'Mediterranean Sea'
(das) **München** 'Munich'
(das) **New York** 'New York'
die **Nordſee** 'North Sea'
die **Oder** 'Oder (river)'
die **Oſtſee** 'Baltic (sea)'
der **Rhein** [RAIN] 'Rhine (river)
(das) **Rom** [ROHM] 'Rome'; römiſch 'Roman'; der Römer,- 'Roman (man)'
die **Ruhr** 'Ruhr (river)'; das Ruhrgebiet 'Ruhr area'
der **Schwarzwald** 'Black Forest'
die **Spree** 'Spree (river)'; der Spreewald 'Spree Forest
der **Stille Ozean** 'Pacific Ocean'
(das) **Teutoburg** [TOItoh-burk] 'Teutoburg'
(das) **Verſailles** [verSAI] 'Versailles"
Voralpen 'foothills of the Alps'
die **Weichſel** [VAIKsel] 'Vistula (river)'
(das) **Weimar** 'Weimar'
die **Weſer** 'Weser (river)'
(das) **Wien** 'Vienna'

PERSONAL NAMES

Beethoven, Ludwig van [LUHT-vich vann BEHT-hohven]
Bismarck [BISS-mark]
Fiſcher
(der) **Fritz**
Goebbels, Joſeph [YOHzef GÖBBelss]
(der) **Hans** [HANSS]
Hermann der Cherusker [cheRUSker] 'Arminius'
Hitler, Adolf [AHdolf]
Karl der Große 'Charlemagne'
Keller
Lehmann [LEH-mann]
Meyer [MAIer]
Müller
(der) **Paul**
Schmeling, Max [MAKS SHMEHling]
Schmidt
Schneider
Schulze
Wagner, Richard [RICHart VAHgner]
Weſſely, Paula [PAUlah VESSelih]

ENGLISH-GERMAN VOCABULARY

This list should not be used as a source of new information, but only as a place to find words that you have temporarily forgotten. To use it effectively, you should refer back as often as necessary to the German-English vocabulary, and to the individual units, for such things as pronunciation, irregular verb forms, etc.

Omitted from this list are personal, city, and river names; words contained in the supplementary word lists on pp. 512–517; obvious compounds, like die Abendausgabe,-n 'evening edition'; and words that appear only in the *Making New Words* sections. Otherwise the list includes all the English words in units 1—30 for which German equivalents can conveniently be given. Some English words, like *at* and *would*, and some German words, like gern and the intensifier doch, have been omitted because a full treatment of their translations would take several pages of explanations and examples. Other English words, like *do* and *get*, are followed by a few typical translations, but no attempt is made to give all the German words that correspond to them.

A dash (—) means that the alphabetically listed word is to be supplied. An asterisk (*) means that the German verb in question has irregular forms, or makes its perfect and pluperfect phrases with ſein; consult the German-English vocabulary for details. English adverbs derived from adjectives (like *awfully*, derived from *awful*) are not listed, since the German adjective (furchtbar) translates them both.

able: be — *können
about etwa
above (adverb) oben; (preposition) über (plus forms 2 and 3)
abroad das Ausland
accelerator der Gashebel,-
accident der Unfall,-e

according to nach (plus form 3)
account das Konto,-s
ache: head — Kopfſchmerzen; stomach — Magenſchmerzen
acquaintance Bekannt-
acquainted bekannt; be — with *kennen

actor der Schauſpieler,-
actress die Schauſpielerin,-nen
A. D. n. Chr. (= nach Chriſtus)
address die Adreſſe,-n
afford: I can — ich kann mir . . . leiſten
after (preposition) nach (plus form 3); (conjunction) nachdem

afternoon der Nachmittag,-e; in the — am Nachmittag, nachmittags
afterwards nachher
again noch einmal; (back) — wieder
against gegen (plus form 2)
ago: a year — vor einem Jahr
agricultural landwirtſchaftlich
agriculture die Landwirtſchaft,-en
ahead: straight — gerade aus
air die Luft,¨e
air force die Luftwaffe,-n
airmail die Luftpoſt
airplane das Flugzeug,-e
alarm clock der Wecker,-
alive: be — leben
allow: be —ed to *dürfen
ally der Alliert-; (to) — alliieren
almost faſt
alone allein
along: bring — ich *bringe . . . mit; come — ich *komme . . . mit; take — ich *nehme . . . mit
Alps Alpen: foothills of the — Voralpen
already ſchon, bereits

also auch
although obwohl
always immer
amount die Anzahl,-en; die Menge,-n
amuse amüſieren
and und
announce melden
another (an additional) noch ein; — (a different) ein ander- ; one — einander
antiaircraft die Flak
anyhow überhaupt
apartment die Wohnung,-en
apiece je
apparatus der Apparat,-e
appear *erſcheinen
apple der Apfel,¨
approximately etwa
April der April,-e
area das Gebiet,-e
arm der Arm,-e
arm (with weapons) rüſten
armed forces die Wehrmacht,¨e
army die Armee,-n, das Heer,-e
arrest verhaften

arrive ich *komme . . . an
artillery die Artillerie,-n
as wie; as . . . as, so . . . as ſo . . . wie; — though, — if als ob
ask (a question) fragen; I — you for ich *bitte Sie um (plus form 2)
aspirin das Aſpirin
assume ich *nehme . . . an
astonish: be —ed ſtaunen
at all: not — gar nicht; nothing — gar nichts; no . . . — gar kein
athletics der Sport,-e
Atlantic der Atlantik
attack ich *greife . . . an
attention: pay — ich paſſe . . . auf
August der Auguſt,-e
aunt die Tante,-n
auto das Auto,-s
autumn der Herbſt,-e
aviator der Flieger,-
away (accented adverb) weg; do — with ich ſchaffe . . . ab; right — gleich, ſofort
awful furchtbar
axis die Achſe,-n

back (accented adverb) zurück; in — hinten; in — of hinter (plus forms 2 and 3)

bad (of poor quality) ſchlecht; — (serious) ſchlimm; too — ſchade

bag (luggage) der Koffer,-

bake *backen

baker der Bäcker,-

bakery die Bäckerei,-en

Balkan area der Balkan

ball der Ball,¨e, die Kugel,-n

Baltic Sea die Oſtſee

band die Kapelle,-n

bank die Bank,-en

bar die Bar,-s

barber der Friſeur,-e

barley die Gerſte

barn (for storing hay, etc.) die Scheune,-n; — (for animals) der Stall,¨e

barracks die Kaſerne,-n

base: be —ed on beruhen auf (plus form 3); naval — der Flottenſtützpunkt,-e

basis der Grund,¨e

basket der Korb,¨e

basketball der Korbball,¨e

bath das Bad,¨er; take a — baden

bathe baden

bathing suit der Badeanzug,¨e

bathroom das Badezimmer,-

bath towel das Badetuch,¨er

battle die Schlacht,-en

B. C. v. Chr. (= vor Chriſtus)

be *ſein; (with flat objects) *liegen; (with upright objects) *ſtehen

beach der Strand,¨e

beat beſiegen, *ſchlagen

because weil

become *werden

bed das Bett,-en

bedroom das Schlafzimmer,-

beer das Bier,-e

beet die rote Rübe,-n; sugar — die Zuckerrübe,-n

before (conjunction) ehe; (preposition) vor (plus forms 2 and 3)

beforehand vorher

begin ich *fange . . . an

beginning der Anfang,¨e

behind (adverb) hinten; (preposition) hinter (plus forms 2 and 3)

believe glauben

belong to gehören (plus form 3)

below (adverb) unten; (preposition) unter (plus forms 2 and 3)

bend *biegen

beside neben (plus forms 2 and 3)

best beſt-

bet die Wette,-n; (to) — wetten; you — allerdings

better beſſer

between zwiſchen (plus forms 2 and 3)

bicycle das Fahrrad,¨er, das Rad,¨er; (to) — radeln

bicycle trip die Radtour,-en

big groß (¨)

bill: the —, please bitte zahlen

birthday der Geburtstag,-e

bit: a — ein bißchen

black ſchwarz (¨)

blade die Klinge,-n

blame die Schuld,-en

blanket die Wolldecke,-n, die Decke,-n

blood das Blut,-e

blood pressure der Blutdruck,¨e
blow a horn hupen
blue blau
boarding house die Penſion,-en
boat das Boot,-e
boil kochen
boloney (nonsense) der Quatſch
bomb die Bombe,-n
bomb(ard) bombardieren
bomber plane das Bombenflugzeug,-e
book das Buch,¨er
border die Grenze,-n; it —s on es grenzt an (plus form 2)
boring langweilig
born geboren; when were you —? wann ſind Sie geboren
borrow ich *leihe mir
bottle die Flaſche,-n
bottom der Grund,¨e
boundary die Grenze,-n
bounded: it is — by es grenzt an (plus form 2)
box der Kaſten,¨; mail — der Briefkaſten,¨; (small) — die Schachtel,-n; (to) — boxen
boy der Junge,-n,-n(s); boy! Kinder!

brake die Bremſe,-n; put on the —s bremſen
brandy der Schnaps,¨e
bread das Brot,-e
break *brechen
breakfast das Frühſtück,-e
bring *bringen; — along ich *bringe . . . mit
broke (out of money) pleite
brother der Bruder,¨
brother-in-law der Schwager,¨
brothers and sisters Geſchwiſter
brown braun
brush die Bürſte,-n; (to) — bürſten; I — my teeth ich putze mir die Zähne
build bauen
bull der Bulle,-n,-n
bullet die Kugel,-n
bum (something from someone) pumpen
bunk (nonsense) der Quatſch
burgundy: sparkling — der rote Sekt,-e
burn (up) *verbrennen
bus der Autobus,-ſe

busted kaputt
busy: the line is — die Leitung iſt beſetzt
but aber
butcher der Schlächter,-
butcher's shop die Schlächterei,-en
butter die Butter
buy kaufen
café das Café,-s
cake der Kuchen,-
call *rufen; — up ich *rufe . . . an; be —ed *heißen
calm down beruhigen
camp das Lager,-
campaign der Feldzug,¨e
can *können
capital (city) die Hauptſtadt,¨e
capture *fangen
car der Wagen,-
card die Karte,-n
careful: be —! Vorſicht!
Carpathians Karpathen
carrot die gelbe Rübe,-n
carry on *treiben
case der Fall,¨e

cashier der Kaſſierer,-
catch *fangen
cathedral der Dom,-e
cause die Urſache,-n
caution die Vorſicht
cavalry die Kavallerie,-n
celebrate feiern
central zentral
Central Europe (das) Mitteleuropa
central mountain range das Mittelgebirge,-
Central Powers Zentralmächte
century das Jahrhundert,-e
certain ſicher
certainly (= yes sir) bitte ſchön, bitte ſehr
chair der Stuhl,⸗e
champagne der Sekt,-e
chancellor der Kanzler,-; Reich — der Reichskanzler,-
change verändern; — (exchange) wechſeln; — (trains, street cars) ich *ſteige . . . um; — clothes ich *ziehe . . . um
cheese der Käſe,-
chemical chemiſch
chemicals Chemikalien
chemist der Chemiker,-
chemistry die Chemie
chicken das Huhn,⸗er; I keep —s ich habe eine Hühnerzucht
child das Kind,-er
choose wählen
Christ (der) Chriſtus
cigar die Zigarre,-n
cigarette die Zigarette,-n
city die Stadt,⸗e
class die Klaſſe,-n
clean ſauber; (to) — reinigen
clear klar
clerk (in a store) der Verkäufer,-
clock die Uhr,-en; alarm — der Wecker,-
close ich mache . . . zu
close (barely sufficient) knapp
club der Klub,-s
clutch die Kupp(e)lung,-en
coal die Kohle,-n
coat (of a suit) die Jacke,-n; over — der Mantel,⸗
cocktail der Cocktail,-s
coffee der Kaffee,-s
cold kalt (⸗); I'm — mir iſt kalt; — (in the head) die Erkältung,-en; I catch — ich erkälte mich
color die Farbe,-n
comb der Kamm,⸗e; (to) — kämmen
come *kommen
comedy das Luſtſpiel,-e
comma das Komma,-s
commerce der Handel,⸗
commercial traffic der Handelsverkehr
common (mean) gemein; — (mutual) gemeinſam
compartment das Abteil,-e
concert das Konzert,-e
connect *verbinden
connection die Verbindung,-en
conquer (territory) erobern
consist of *beſtehen aus
constitution die Verfaſſung,-en
contact die Verbindung,-en
continent der Kontinent,-e
continuingly dauernd
convert (by some industrial process) verarbeiten

cook kochen
cop der Schupo,-s
corner die Ecke,-n
correct richtig; it's — es ſtimmt
corridor der Korridor,-e
cost koſten
cotton die Baumwolle,-n
country das Land,-̈er
course: of — natürlich, ſelbſtverſtändlich
cousin (female) die Kuſine,-n
cousin (male) der Vetter,-n
cover (with something) belegen
covering die Decke,-n
cow die Kuh,-̈e
cream (on milk) die Sahne,-n; — (face, etc.) die Krem,-s
crooked ſchief
crowd die Menge,-n
crown die Krone,-n; (to) — krönen
crying: for — out loud! zum Donnerwetter!
cultivate ich baue . . . an
cup die Taſſe,-n
curve die Kurve,-n
cut der Schnitt,-e; hair — der Haarſchnitt,-e; (to) — *ſchneiden
daily täglich
dairy die Molkerei,-en
damage der Schaden,-̈
damp feucht
dance tanzen
dark dunkel
daughter die Tochter,-̈
day der Tag,-e
day of the week der Wochentag,-e
daytime: in the — am Tage
dead tot
dear lieb
debt die Schuld,-en
December der Dezember,-
declare erklären
deep tief
definite beſtimmt
degree der Grad,-e
democratic demokratiſch
depart ich *fahre . . . ab
department store das Warenhaus,-̈er
desire die Luſt,-̈e
desk der Schreibtiſch,-e
dessert der Nachtiſch,-e
destroy zerſtören
develop entwickeln; it —s es entwickelt ſich
dial (on the telephone) wählen
dictatorship die Diktatur,-en
die *ſterben
different ander-; — (various) verſchieden
difficult ſchwer
dine ſpeiſen
dining car der Speiſewagen,-
dining room das Eßzimmer,-
dinner (noon) das Mittageſſen,-; — (evening) das Abendeſſen,-; I eat (noon) — ich *eſſe zu Mittag; I eat (evening) — ich *eſſe zu Abend
direct direkt
direction die Richtung,-en
dirty ſchmutzig
dispatch die Meldung,-en; special — die Sondermeldung,-en
divide trennen
do machen, *tun; how do you — guten Tag; — away with ich ſchaffe . . . ab

doctor der Doktor,-en, — (= physician) der Arzt,¨e
done fertig
door die Tür,-en
down herunter, hinunter; (to) — town in die Stadt; (at) — town in der Stadt
downstairs unten
dozen das Dutzend,-e
draft (into the army) ich *ziehe . . . ein
dress ich *ziehe . . . an; I get —ed ich *ziehe mich . . . an
drink *trinken
drive *fahren
driver's license der Führerſchein,-e
druggist der Apotheker,-
druggist's shop die Apotheke,-n
drugstore die Drogerie,-n
drunk betrunken; I get — ich *betrinke mich
dry trocken
dull ſtumpf
dumb dumm (¨)
during während (plus form 4)
early früh; be — zu früh *kommen
earn verdienen

east der Oſten; *combining form* Oſt-; to the — of öſtlich von
eastern öſtlich
easy leicht; take it —! beruhigen Sie ſich!
eat *eſſen
economic(ally) wirtſchaftlich
economy die Wirtſchaft,-en
edition die Ausgabe,-n
egg das Ei,-er
either . . . or entweder . . . oder
elect wählen
else ſonſt
emigrate ich *wandere . . . aus
emperor der Kaiſer,-
empire das Reich,-e
empty leer; — into (as a river at its mouth) münden
end das Ende,-n
enemy der Feind,-e; feindlich
engaged verlobt; I get — (to) ich verlobe mich (mit); be — in *treiben
engineer der Ingenieur,-e; corps of —s das Pionierkorps
enough genug

envelope der Umſchlag,¨e; — (specifically for a letter) der Briefumſchlag,¨e
eraser der Radiergummi,-s
establish begründen
even ſogar
evening der Abend,-e; in the — am Abend, abends
everyone alle
everything alles
everywhere überall
exact genau
examine unterſuchen
example das Beiſpiel,-e; for — zum Beiſpiel
excellent ausgezeichnet
except (for) außer (plus form 3)
excuse me! Verzeihung!
expensive teuer
experience erleben
explain erklären
explanation die Erklärung,-en
export ich führe . . . aus
exportation die Ausfuhr,-en
extend es erſtreckt ſich

fact: as a matter of — eigentlich, an ſich
factory die Fabrik,-en
fall (of the year) der Herbſt,-e
family die Familie,-n
famous berühmt
far weit, fern
farm der Bauernhof,=e; dairy — die Milchwirtſchaft,-en
farmer der Bauer,-n *or* -n,-n
farm hand der Knecht,-e
fast ſchnell; the clock is — die Uhr *geht . . . vor
father der Vater,=
fault die Schuld,-en
favor der Gefallen,-
favorite der Liebling,-e, *in compounds* Lieblings-
February der Februar,-e
feel (something) fühlen; how do you —? wie fühlen Sie ſich?; would you — like hätten Sie Luſt
fellow der Kerl,-e
fetch holen
fever das Fieber,-
few wenige; a — einige, ein paar

fiancé der Verlobt-
fiancée die Verlobt-
field das Feld,-er; — (of endeavor) das Gebiet,-e
fight der Kampf,=e; (to) — kämpfen
fill füllen; — out ich fülle . . . aus
film der Film,-e
find *finden
fine: I'm — es geht mir gut
fire das Feuer,-
first erſt
fit paſſen (plus form 3)
fix up (= mend) ich mache . . . heil
flat flach
fleet die Flotte,-n
floor (of a room) der Fußboden,=; — (of a building) der Stock,=e; ground *or* first — das Parterre,-s
flow *fließen; — into (as a river at its mouth) *münden
flower die Blume,-n
fly *fliegen
fog der Nebel,-
food das Eſſen,-
for für (plus form 2)

forbidden verboten
foreign trade der Außenhandel,
forest der Wald,=er
forget *vergeſſen
fork die Gabel,-n
form bilden
fortunately glücklicherweiſe
found begründen
fountain pen der Füllfederhalter,-
Four Year Plan der Vierjahresplan,=e
free frei
Friday der Freitag,-e
friend der Freund,-e, Bekannt-
front: in — vorne; in — of vor (plus forms 2 and 3); (battle) — die Front,-en
fruit das Obſt
frying pan die Bratpfanne,-n
full (from eating) ſatt
fun der Spaß,=e; it is — es macht Spaß
furlough der Urlaub,-e
gadget das Ding,-er
game das Spiel,-e
garage die Garage,-n

garden der Garten,=
gas das Gas,-e
gasoline das Benzin,-e; get — tanken
gasoline station die Tankſtelle,-n
gearshift die Schaltung,-en
gearshift speed der Gang,=e
gentleman der Herr,-n,-en; lady and — Herrſchaften
geographic geographiſch
geography die Geographie,-n
get (= receive) *bekommen, kriegen; — (= become) *werden; (go and) — holen; — up ich *ſtehe . . . auf; — in (a vehicle) ich *ſteige . . . ein; — out (of a vehicle) ich *ſteige . . . aus; — engaged ich verlobe mich; — married heiraten; — dressed ich *ziehe mich . . . an; — undressed ich *ziehe mich . . . aus; — gasoline tanken
girl das Mädchen,-; hired — (on a farm) die Magd,=e
give *geben; — up ich *gebe . . . auf
glad: I'm — ich freue mich
glass das Glas,=er
go *gehen; — (in a vehicle) *fahren; I — out (on a date, etc.) ich *gehe . . aus
goat (female) die Ziege,-n
god der Gott,=er; thank — Gott ſei Dank
good gut (beſſer, beſt-)
good-bye auf Wiederſehen
good-looking gut ausſehend, hübſch
goodness: for —'sake um Gottes willen
goods Waren (sg. die Ware)
government die Regierung,-en
grain das Getreide,-
grand herrlich
grand- Groß-, *as in* grandparents Großeltern, etc.
granddaughter die Enkelin,-nen
grandson der Enkel,-
grasp *greifen
gray grau
grease ſchmieren
great- Ur-, *as in* great-grandparents Urgroßeltern, etc.
green grün
grippe die Grippe,-n
groceries Lebensmittel
grocery store das Lebensmittelgeſchäft,-e
grow *wachſen
guest der Gaſt,=e
guilt die Schuld,-en
guy der Kerl,-e
gymnasium die Turnhalle,-n
gymnastics: do — turnen
hair das Haar,-e
haircut der Haarſchnitt,-e
half halb, die Häfte,-n; one and a anderthalb
halt! halt!
ham der Schinken,-
handball der Handball,=e
hang hängen; — (= be hanging *hängen
hangover der Kater,-
happen *paſſieren
harbor der Hafen,=
hard (= not soft) hart; — (= not easy) ſchwer
hardly kaum
harvest die Ernte,-n
hat der Hut,=e
have *haben; — to *müſſen
head der Kopf,=e; — (in compounds Haupt-
headache Kopfſchmerzen

heading, headline die Überſchrift,-en
headquarters das Hauptquartier -e
heal *heilen
healthy geſund (=)
hear hören
heart das Herz,-en(s),-en
heaven der Himmel,-; for —'s sake! um Gottes willen!
heavy ſchwer
hello guten Tag
help *helfen (plus form 3)
here hier; to — hierher
hike *wandern
hired man der Knecht,-e
history die Geſchichte,-n
hit *ſchlagen
hmm ſo ſo
hold *halten
holy heilig
home: at — zu Hauſe, (to) — nach Hauſe
hope hoffen; I — hoffentlich
horn die Hupe,-n; blow a — hupen
horse das Pferd,-e
horse barn der Pferdeſtall,=e
hospital das Krankenhaus,=er; military — das Lazarett,-e
hostile feindlich
hot heiß; I'm — mir iſt heiß
hotel das Hotel,-s
hour die Stunde,-n
house das Haus,=er; boarding — die Penſion,-en
how wie; — are you? wie geht es Ihnen?; — come? wieſo?
human being der Menſch,-en,-en
hunger der Hunger
hungry: I'm — ich *habe Hunger
hurt: it —s (me) es tut (mir) weh
husband der Mann,=er
idea die Idee,-n
if wenn; as — als ob
immediately gleich, ſofort
immigrate ich *wandere . . . ein
import ich führe . . . ein
importance (significance) die Bedeutung,-en
important wichtig
importation die Einfuhr,-en
impossible unmöglich
impression der Eindruck,=e
in herein, hinein; in (plus forms 2 and 3)
incidentally übrigens
independent unabhängig
individual einzeln
indoors drinnen
industry die Induſtrie,-n
infantry die Infanterie,-n
inflammation die Entzündung,-en
influenza die Grippe,-n
information der Beſcheid,-e
inhabitant der Einwohner,-
ink die Tinte,-n
in-law Schwieger-; brother — der Schwager,=; sister — die Schwägerin,-nen
inn das Wirtshaus,=er
inside drinnen
instead (= rather) lieber
insurance die Verſicherung,-en
insure verſichern
interest: be —ed in ich intereſſiere mich für
interesting intereſſant
introduce (a person) ich ſtelle . . . vor; — (a thing) ich führe . . . ein

investigate unterſuchen
invite ich *lade . . . ein
iron das Eiſen,-
iron (clothes) bügeln
island die Inſel,-n
January der Januar,-e
journey die Reiſe,-n
July der Juli,-s
June der Juni,-s
just gerade
kaiser der Kaiſer,-
keep: I — having bad luck ich *habe dauernd Pech; I — chickens ich *habe eine Hühnerzucht
kill töten; — (by hitting) ich *ſchlage . . . tot
kilometer das (*or* der) Kilometer,-
kind: what — of was für
king der König,-e
kitchen die Küche,-n
knapsack der Ruckſack,¨e
knife das Meſſer,-
knock out ich *ſchlage . . . k. o.
knockout der K. o.,-s
know (a fact) *wiſſen; — (a place or person) *kennen; I — about it ich *weiß Beſcheid
known, well known bekannt
lady die Dame,-n; — and gentleman Herrſchaften
lake der See,-n
lamp die Lampe,-n
land das Land,¨er; (to) — *landen
landing die Landung,-en
landing boat das Landungsboot,-e
landlady die Wirtin,-nen
large groß (¨)
last letzt-; — (= preceding) vorig
late ſpät; be — zu ſpät *kommen
laundry (place) die Wäſcherei,-en; — (clothes) die Wäſche,-n
lay legen
lazy faul
lead führen
leader der Führer,-
learn lernen
least: at — wenigſtens
leave der Urlaub,-e; (to) — *laſſen; — (= depart) ich *fahre . . . ab
left link-; to the — links
leg das Bein,-e
lend *leihen
let *laſſen; let's . . . wir wollen . . .; — out ich *laſſe . . . aus
letter der Brief,-e
lever der Hebel,-
license: driver's — der Führerſchein,-e
lie *liegen; — down ich lege mich (. . . hin)
life das Leben,-
light (= not dark) hell; — (= not heavy) leicht; I — (= set fire to) ich ſtecke . . . an; have you got a —? haben Sie Feuer?; traffic — die Verkehrsampel,-n
lightning der Blitz,-e; it —s es blitzt
like *mögen; would — to ich möchte (gern); I — it es *gefällt mir; *see also* gern (lieber, am liebſten)
line (electric) die Leitung,-en
linen das Leinen,-
listen to ich höre mir . . an
liter das (*or* der) Liter,-
little (= not big) klein; — (= not much) wenig

live (= be alive) leben; — (= dwell, reside) wohnen; — to see erleben
living room das Wohnzimmer,-
located: be — *liegen
long lang (¨); for a — time lange
look (good, bad, etc.) ich *ſehe . . . aus; — at ich *ſehe . . . an; — up ich *ſehe . . . nach; — out ich paſſe . . . auf; — for ſuchen; — over (= examine) unterſuchen
lord: oh good —! ach Du lieber Gott!; thank the —! Gott ſei Dank!
lose *verlieren
lot: a whole — of eine ganze Menge
lowland plain die Tiefebene,-n
luck das Glück; bad — das Pech,-e
lucky: I'm — ich *habe Glück
lung die Lunge,-n
magnificent herrlich
maid das Dienſtmädchen,-
mail die Poſt; (to) — ich ſtecke . . . ein
mailbox der Briefkaſten,¨
mailman der Briefträger,-, der Poſtbote,-n,-n
main (in compounds) Haupt-
mainly hauptſächlich

make machen; I — a speech ich *halte eine Rede
man der Mann,¨er; man! Menſch!
maneuver das Manöver,-
manufacture ich ſtelle . . . her
manufactured article die Fertigware,-n
many viele
map (of a large area) die Landkarte,-n, die Karte,-n; — (of a small area) der Plan,¨e; — of a city der Stadtplan,¨e
March der März,-e
Marine der Seeſoldat,-en,-en; the —s die Marineinfanterie
mark (coin) die Mark,-
married: get — heiraten; I'm — ich *bin verheiratet
marry heiraten
match das Streichholz,¨er; it —es es paßt zu
material der Stoff,-e; raw — der Rohſtoff,-e
matter: as a — of fact eigentlich, an ſich; what's the —? was iſt los?
may (= be allowed to) *dürfen
May der Mai,-e

maybe vielleicht
meal das Eſſen,-
mean gemein
meaning die Bedeutung,-en
means: by no — keineswegs
measure *meſſen
meat das Fleiſch,-e
meat market die Schlächterei,-en
medicine die Medizin,-en
Mediterranean Sea das Mittelmeer
meet *treffen; — (by appointment) ich *treffe mich mit
member das Mitglied,-er
mend ich mache . . . heil
mention: don't — it! keine Urſache!
menu die Speiſekarte,-n
middle die Mitte,-n; *in compounds* Mittel-
Middle Ages das Mittelalter
midnight die Mitternacht,¨e
milk die Milch; — business die Milchwirtſchaft,-en
million die Million,-en
millionaire der Millionär,-e
mine das Bergwerk,-e

minister (in a government) der Miniſter,-; Reich — der Reichsminiſter,-

minute die Minute,-n; just a — einen Augenblick; wait a — warten Sie mal

miss (= regret the absence of) vermiſſen; — (by not arriving on time) verpaſſen

Miss Fräulein; Miss . . . gnädiges Fräulein

moment der Augenblick,-e

Monday der Montag,-e

money das Geld,-er

month der Monat,-e

more mehr

morning der Morgen,-; in the — am Morgen, morgens; tomorrow — morgen früh

most der (das, die, etc.) meiſt-

mostly meiſtens

mother die Mutter,⸗

motor der Motor,-en

mountain der Berg,-e; the —s, mountainous area, — range das Gebirge,-

mouth der Mund,⸗er; — (of a river) die Mündung,-en

move (from one house to another) ich *ziehe . . . um; — in ich *ziehe . . . ein; — out ich *ziehe . . . aus

movie, moving picture der Film,-e

movies das Kino,-s

Mrs. Frau; Mrs. . . . gnädige Frau

much viel

munition die Munition,-en; —s factory die Munitionsfabrik,-en

murder ermorden

museum das Muſeum, *pl.* Muſeen

music die Muſik

must *müſſen

mutual gemeinſam

name der Name,-n(s),-n; by the — of, named namens; my — is ich *heiße

namely und zwar

napkin die Serviette,-n

nation die Nation,-en

national national

National Socialist German Workers Party die Nationalſozialiſtiſche Deutſche Arbeiterpartei

natural natürlich

naval base der Flottenſtützpunkt,-e

navy die Marine,-

Nazi der Nazi,-s

near in der Nähe (von)

nearest nächſt-

necessary nötig

neck der Hals,⸗e

need brauchen

needle die Nadel,-n

neither . . . nor weder . . . noch

nephew der Neffe,-n,-n

never nie

new neu

news Nachrichten

newspaper die Zeitung,-en

newsreel die Wochenſchau,-en

next nächſt-

next door nebenan

next to neben (plus forms 2 and 3)

nice ſchön, nett

niece die Nichte,-n

night die Nacht,⸗e; at — in der Nacht, nachts; spend the — übernachten

nightclub das Nachtlokal,-e

no (= opposite of *yes*) nein; — (= not any) kein non-commissioned officer der Unteroffizier,-e

noon der Mittag,-e; at — mittags

normal normal

north der Norden; *combining form* Nord-; to the — of nördlich von

northern nördlich

North Sea die Nordſee

nose die Naſe,-n

not nicht

nothing nichts

November der November,-

now jetzt

number die Nummer,-n, die Anzahl,-en; I have the wrong — ich *bin falſch verbunden

oats der Hafer

obvious ſelbſtverſtändlich

occupy beſetzen

ocean der Ozean,-e, das Meer,-e

o'clock Uhr

October der Oktober,-

offer ich *biete . . . an

office (public) das Amt,⸗er

officer der Offizier,-e; non-commissioned — der Unteroffizier,-e; — (to a policeman) Herr Wachtmeiſter

often oft (⸗)

oh ach; — yes (after a negative statement or question) doch

oil das Öl,-e

O.K.! gut!, ſchön!; it's — with me es iſt mir recht

old alt (⸗)

once einmal; at — gleich, ſofort

only nur; — yesterday erſt geſtern

oops! hoppla!

open (a door, etc.) ich mache . . . auf; — (a meeting, etc.) eröffnen

open (air) das Frei-

opening die Eröffnung,-en

opera die Oper,-n

operator (telephone) das Fräulein vom Amt

or oder; either . . . or entweder . . . oder

orchestra (large) das Orcheſter,-; — (small) die Kapelle,-n

order (something) beſtellen; (good) — die Ordnung,-en; in — to um . . . zu; in — that damit

ore das Erz,-e

other ander-; each — einander

otherwise ſonſt

ought to ſollte; — have hätte . . . ſollen

out heraus, hinaus; — of aus (plus form 3)

outdoors draußen

outing der Ausflug,⸗e

outside draußen

over über (plus forms 2 and 3); it's — es iſt zu Ende

overcoat der Mantel,⸗

overnight: stay — übernachten

overtake überholen

own eigen; (to) — *beſitzen

Pacific Ocean der Stille Ozean

package das Paket,-e

page die Seite,-n

pain der Schmerz,-en

pair das Paar,-e

palace der Palaſt,⸗e

Palace Hotel das Palaſt Hotel

pants die Hoſe,-n

paper das Papier,-e

pardon: I beg your —! Verzeihung!
parents Eltern
park der Park,-e; (to) — parken
part der Teil,-e; — (in a play) die Rolle,-n
party (political) die Partei,-en
pass (overtake) überholen
paste die Paſte,-n; tooth — die Zahnpaſte,-n
patient der Patient,-en,-en
patrol die Patrouille,-n
pay bezahlen; — off ich bezahle . . . ab; it —s for itself es macht ſich bezahlt; — attention ich paſſe . . . auf
peace der Frieden,-
peace treaty der Friedensvertrag,¨e
peach der Pfirſich,-e
pear die Birne,-n
pen: fountain — der Füllfederhalter,-
pencil der Bleiſtift,-e
peninsula die Halbinſel,-n
people Leute
pepper der Pfeffer,-
per (each) pro; — (by way of) per
perhaps vielleicht
period der Punkt,-e
person die Perſon,-en
petroleum das Petroleum
pfennig der Pfennig,-e
physician der Arzt,¨e
pick up ich hole . . . ab
picnic der Ausflug,¨e
picture das Bild,-er
piece das Stück,-e
pig das Schwein,-e
pin die Stecknadel,-n
pipe die Pfeife,-n
place der Platz,¨e; — (for eating and/or drinking) das Lokal,-e; (to) — ſtellen
plain die Ebene,-n; lowland — die Tiefebene,-n
plan der Plan,¨e
plant ich baue . . . an
plate der Teller,-
platform (in a station) der Bahnſteig,-e
play ſpielen
please bitte (ſehr, ſchön); (to) — *gefallen
pleasure das Vergnügen,-
plum die Pflaume,-n
pneumonia die Lungenentzündung,-en
pocket die Taſche,-n
point der Punkt,-e
police die Polizei,-en
policeman der Poliziſt,-en,-en
police sergeant der Wachtmeiſter,-
police station die Polizeiwache,-n
polish putzen
political politiſch
poor arm (¨)
pope der Papſt,¨e
port der Hafen,¨
porter der Gepäckträger,-
portier der Portier,-s
position die Lage,-n
possess *beſitzen
possible möglich
postage das Porto,-s
postage stamp die Briefmarke,-n
post office das Poſtamt,¨er, die Poſt
pot (for cooking) der Kochtopf,¨e
potato die Kartoffel,-n
pound das Pfund,-e

power die Macht,¨e; come into — an die Macht *kommen
prescription das Rezept,-e
present (introduce) ich ſtelle . . . vor
president der Präſident,-en,-en
press (clothes) bügeln
pressure der Druck,¨e
pretty hübſch; — (= more or less) ziemlich, recht
price der Preis,-e
probable wahrſcheinlich
produce produzieren
product das Produkt,-e
progress der Fortſchritt,-e
prohibited verboten
promote befördern
provisions (of food) der Proviant,-e
pulse der Puls,-e
pump die Pumpe,-n; (to) — pumpen; — up ich pumpe . . . auf
put *tun; (with flat objects) legen; (with upright objects) ſtellen; — on (clothing) ich *ziehe . . . an; — (into something) ſtecken; I — in my pocket ich ſtecke . . . ein
quantity die Anzahl,-en, die Menge,-n
question die Frage,-n
quick ſchnell
quiet ſtill
quite ganz
race (ich *laufe, *ſchwimme, etc.) um die Wette
radio das Radio,-s
railroad die Eiſenbahn,-en
railroad station der Bahnhof,¨e
railway die Eiſenbahn,-en; street — die Straßenbahn,-en; German National — die Reichsbahn
rain der Regen,-; it —s es regnet
rare ſelten
rather (= more gladly) lieber; — (= more or less) ziemlich
raw roh
raw material der Rohſtoff,-e
razor: safety — der Raſierapparat,-e; straight — das Raſiermeſſer,-
reach erreichen
read *leſen; — (out loud to someone) ich *leſe . . . vor
ready fertig
real wirklich
reason der Grund,¨e; by — of auf Grund (plus form 4)
receive *bekommen, kriegen
receiver: telephone — der Hörer,-
recently neulich
recipe das Rezept,-e
red rot
region das Gebiet,-e
Reich das Reich,-e
Reich Chancellor der Reichskanzler,-
Reich Minister der Reichsminiſter,-
related (to) verwandt (mit)
relative Verwandt-
remain *bleiben
remember ich erinnere mich an (plus form 2)
remind: I — him of ich erinnere ihn an (plus form 2)
rent (from a person) mieten; — (to a person) vermieten
report der Bericht,-e; — (for duty etc.) ich melde mich
reporter der Berichterſtatter,-
republic die Republik,-en
resource: natural — der Bodenſchatz,¨e
rest on beruhen auf (plus form 3)

restaurant das Reſtaurant,-s
reverse gear der Rückgang,-̈e
rich reich; — in reich an (plus form 3)
ride *fahren; — a bicycle *radeln
right (correct) richtig; it's — es ſtimmt; — (hand side) recht-; to the — rechts
right away gleich, ſofort
ring klingeln
rise (as a river at its source) *entſpringen
river der Fluß,-̈e
roast der Braten,-
roast veal der Kalbsbraten,-
rôle die Rolle,-n
roll (bread) das Brötchen,-
room das Zimmer,-
round (in shape) rund; — (in boxing) die Runde,-n
row (a boat) *rudern
rowboat das Ruderboot,-e
rubber der Gummi,-s
rug der Teppich,-e
run *laufen; — into ich *fahre . . . an
rye der Roggen
safety pin die Sicherheitsnadel,-n
safety razor der Raſierapparat,-e
sailor der Matroſe,-n
salesclerk (man) der Verkäufer,-
salesgirl das Fräulein,-
salt das Salz,-e
same ſelb- (derſelbe, dasſelbe, dieſelbe, etc.)
sandwich das belegte Brot,-e
Saturday (north Germany) der Sonnabend,-e; (south Germany and Rhineland) der Samstag,-e
sausage die Wurſt,-̈e
say ſagen
scarce knapp
sea die See,-n, das Meer,-e
seashore der Strand,-e
season die Jahreszeit,-en
seat der Platz,-̈e
second zweit-; die Sekunde,-n
see *ſehen; you — nämlich
seek ſuchen
seem *ſcheinen
seize *greifen
seldom ſelten
self ſelber, ſelbſt
sell verkaufen
send ſchicken
separate trennen
September der September,-
serious ſchlimm
serve dienen (plus form 3)
set ſetzen; — (a clock) ſtellen
several einige
shallow flach
shame: what a —! wie ſchade!
sharp: at 8 o'clock — um Punkt 8 Uhr
shave raſieren; I — (myself) ich raſiere mich
shaving cream die Raſierkrem,-s
sheep das Schaf,-e
shift gears ſchalten
shine *ſcheinen; — (= polish) putzen
ship das Schiff,-e; (to) — transportieren
shirt das Hemd,-en
shoe der Schuh,-e
shoot *ſchießen
short kurz (-̈)
shot der Schuß,-̈e
should ſollte; — have hätte . . . ſollen
show zeigen

sick krank (⁼); I'm — of it ich *habe es ſatt
side die Seite,-n
significance die Bedeutung,-en
simple einfach
since ſeit (plus form 3); — (= because) da
single (= sole) einzig; (= individual) einzeln
sister die Schweſter,-n; brothers and —s Geſchwiſter
sister-in-law die Schwägerin,-nen
sit *ſitzen; — down ich ſetze mich (. . . hin)
size die Größe,-n
ski der Schi,-er; (to) — ich *laufe . . . Schi
sky der Himmel,-
slaughter ſchlachten
sleep *ſchlafen; go to — ich *ſchlafe . . . ein
sleeping-car der Schlafwagen,-
slip (of paper) der Zettel,-
slow langſam; the clock is — die Uhr *geht . . . nach
small klein
smoke rauchen
snafu kaputt
snow der Schnee; it —s es ſchneit
so ſo; and so alſo; so . . . as ſo . . . wie
so-called ſogenannt
so to speak ſozuſagen
soap die Seife,-n
soccer der Fußball,⁼e
socialistic ſozialiſtiſch
sock die Socke,-n
soldier der Soldat,-en,-en
sole einzig
some (sg.) etwas, (pl.) einige, ein paar
some- . . . or other irgend-
someone jemand
something etwas
somewhat etwas
son der Sohn,⁼e
soon bald
sore: it is — es *tut weh
sore throat Halsſchmerzen
sorrow das Leid,-e
sorry: I'm — es *tut mir leid
sort: what — of was für; all —s of things alles mögliche
soup die Suppe,-n
south der Süden; *combining form* Süd-; to the — of ſüdlich von
southern ſüdlich
sparkling burgundy der rote Sekt,-e
speak *ſprechen, reden
special beſonder-; *in compounds* Sonder-; by — delivery per Eilboten
speech die Rede,-n; I make a — ich *halte eine Rede
spend (money) ich *gebe . . . aus; — the night übernachten
sphere die Kugel,-n
splendid ausgezeichnet
spoon der Löffel,-
sport der Sport,-e
spring der Frühling,-e
stable der Stall,⁼e, der Pferdeſtall,⁼e
stairway die Treppe,-n
stamp die Briefmarke,-n, die Marke,-n
stand *ſtehen
start ich *fange . . . an
start out ich *gehe . . . los
state der Staat,-en
stay *bleiben; — out ich *bleibe . . . aus; — overnight übernachten

steal *ſtehlen

steel der Stahl,-e *or* ¨e

steer ſteuern

steering wheel das Steurrad,¨er

step *treten; I — on it ich *gebe Gas

stick (into) ſtecken; — (with glue) kleben

still (= yet) noch, immer noch; (= quiet) ſtill

stomach der Magen,-

stomach-ache Magenſchmerzen

stop (= stop moving) *halten, ich *bleibe . . . ſtehen; — (= cease) ich höre . . . auf; stop! halt!

stop (bus or streetcar) die Halteſtelle,-n

store das Geſchäft,-e; department — das Warenhaus,¨er; grocery — das Lebensmittelgeſchäft,-e

story (= tale) die Geſchichte,-n, die Erzählung,-en; — (of a building) der Stock,¨e; ground *or* first — das Parterre,-s

straight gerade

straight ahead gerade aus

straight razor das Raſiermeſſer,-

street die Straße,-n

street car die Straßenbahn,-en

street railway die Straßenbahn,-en

strike *ſchlagen

string der Bindfaden,¨

strong ſtark (¨)

struggle *ringen

student der Student,-en,-en

study ſtudieren

stupid dumm (¨)

substitute der Erſatz

sugar der Zucker

sugar beet die Zuckerrübe,-n

suggest ich *ſchlage . . . vor

suit der Anzug,¨e

suitcase der Koffer,-

summer der Sommer,-

sun die Sonne,-n

Sunday der Sonntag,-e

supper das Abendbrot,-e

supposed: be — to *ſollen

sure ſicher; to be — zwar; I — am, etc. allerdings

surprized: be — ſtaunen

swim *ſchwimmen

swimming team die Schwimmannſchaft,-en

symphony die Symphonie,-n

symptom das Symptom,-e

synthetic ſynthetiſch

table der Tiſch,-e

tag die Marke,-n

tailor der Schneider,-

take *nehmen; — along ich *nehme . . . mit, ich *bringe . . . mit; — off ich *nehme . . . ab; — off (clothing) ich *ziehe . . . aus; — a look at ich *ſehe mir . . . an; — a walk ich mache einen Spaziergang; — it easy! beruhigen Sie ſich!

talk *ſprechen, reden

tall groß (¨)

tank der Tank,-s

taste ſchmecken; it —s good (to me) es ſchmeckt (mir)

taxi die Taxe,-n, das Taxi,-s

tea der Tee,-s

team die Mannſchaft,-en

telegram das Telegramm,-e

telephone das Telephon,-e

telephone receiver der Hörer,-

tell ſagen; — (a story) erzählen
temperature die Temperatur,-en; I take my — ich *meſſe mich
tennis das Tennis
tent das Zelt,-e
terrible ſchrecklich
territory das Gebiet,-e
test probieren
textile (in compounds) Textil-; —s Textilien
than als
thank: — you danke (ſehr, ſchön); — God, — the Lord Gott ſei Dank
thanks der Dank; —! danke!; many — vielen Dank
that (conjunction) daß; in order —, so — damit
that's why deswegen
theater das Theater,-
then (after that) dann; — (consequently) da
there da, dort; over — da drüben; to — hin, dahin; from — daher
therefore daher
thermometer das Thermometer,-
thing das Ding,-e, die Sache,-n
thingumajig das Ding,-er
think *denken; I — ich glaube; don't you — so? *finden Sie nicht?; what do you — of him? was *halten Sie von ihm?
thirst der Durſt
thirsty: I'm — ich *habe Durſt
though: as — als ob
throat: sore — Halsſchmerzen
through durch (plus form 2)
thunder der Donner,-; it —s es donnert
thunderstorm das Gewitter,-
Thursday der Donnerstag,-e
ticket die Karte,-n; — (for traveling) die Fahrkarte,-n
time die Zeit,-en; the next — das nächſte Mal; three —s dreimal, etc.; for a long — lange; on — rechtzeitig; all the — dauernd; I have a good — ich amüſiere mich; have a good —! viel Vergnügen!; what — is it? wieviel Uhr iſt es?
timetable der Fahrplan,-̈e
tip kippen; — over ich *kippe . . . um
tire der Reifen,-
tired müde
to zu (plus form 3); — (cities and countries) nach (plus form 3); *see also* an, auf
tobacco der Tabak,-e
today heute; pertaining to — heutig
together zuſammen
toilet die Toilette,-n
tomorrow morgen; — morning morgen früh; the day after — übermorgen
too (much, little, etc.) zu; — (= also) auch
tooth der Zahn,-̈e
toothbrush die Zahnbürſte,-n
toothpaste die Zahnpaſte,-n
towards nach (plus form 3)
town die Stadt,-̈e; (to) down — in die Stadt; (at) down — in der Stadt
track (in a station) der Bahnſteig,-e
trade der Handel,-̈; foreign — der Außenhandel,-̈
traffic der Verkehr; commercial — der Handelsverkehr
traffic light die Verkehrsampel,-n
train der Zug,-̈e

transport transportieren

travel *reiſen; — (straight) through ich *fahre . . . durch

treaty der Vertrag,⸚e; peace — der Friedensvertrag,⸚e

tree der Baum,⸚e

trip die Reiſe,-n; take a — ich mache eine Reiſe; go away on a — *verreiſen; bicycle — die Radtour,-en

triplet der Drilling,-e

trolley die Straßenbahn,-en

troop die Truppe,-n

trousers die Hoſe,-n

truck der Laſtwagen,-

true wahr

trunk der Koffer,-

truth die Wahrheit,-en; to tell the — an ſich

try verſuchen; — out probieren; — on ich probiere . . . an

Tuesday der Dienstag,-e

turn (while driving) ich *biege . . . ein; — (= become) *werden; — on ich ſtelle . . . an

turnip die weiße Rübe,-n

twice zweimal

type tippen

typewriter die Schreibmaſchine,-n

uncle der Onkel,-

understand *verſtehen

undress ich *ziehe . . . aus; I get —ed ich *ziehe mich . . . aus

unfortunately leider

unified einheitlich

uniform einheitlich; die Uniform,-en

unit die Einheit,-en

unite vereinigen

university die Univerſität,-en

unoccupied frei

until bis; not — erſt

up herauf, hinauf

upstairs oben

used to früher

usually meiſtens

vanquish beſiegen

various verſchieden

veal: roast — der Kalbsbraten,-

vegetable(s) das Gemüſe,-

very ſehr

vest die Weſte,-n

village das Dorf,⸚er

visit beſuchen

voluntary freiwillig

volunteer der Freiwillig-; (to) — ich melde mich freiwillig

wait warten; I — for him ich warte auf ihn; — a minute! warten Sie mal!

waiter der Ober,-; waiter! Herr Ober!

waitress das Fräulein,-

wake (someone up) wecken; — up ich *wache . . . auf

walk der Spaziergang,⸚e; I take a — ich mache einen Spaziergang; (to) — *gehen

wall die Wand,⸚e

wander *wandern

want to *wollen

war der Krieg,-e

warm warm; I'm — mir iſt warm

war news Kriegsnachrichten

wash die Wäſche,-n; (to) — *waſchen

wastebasket der Papierkorb,⸚e

watch (clock) die Uhr,-en; — out ich paſſe . . . auf

water das Waſſer,-

weak ſchwach (⸚)

weather das Wetter,-
Wednesday der Mittwoch,-e
week die Woche,-n; a — acht Tage; two —s vierzehn Tage; day of the — der Wochentag,-e
week end das Wochenende,-n
welcome: you're — bitte (ſehr, ſchön)
well gut; (= healthy) geſund (¨); — (at the beginning of a sentence) na, alſo; I hope you get — soon! gute Beſſerung!
well known bekannt
west der Weſten; *combining form* Weſt-; to the — of weſtlich von
western weſtlich
what was; — did you say? wie bitte?
whatsis das Ding,-er
wheat der Weizen
wheel das Rad,¨er; steering — das Steuerrad,¨er
when (question) wann; — (= whenever) wenn; — (once in the past) als
whenever wenn
where wo; to — wo . . . hin, wohin; from — wo . . . her, woher
whether ob
while während; — (space of time) die Weile,-n
white weiß
whole ganz, heil
why warum; that's — deswegen
wife die Frau,-en
win *gewinnen
wind up (a watch) ich *ziehe . . . auf
window das Fenſter,-
wine der Wein,-e
winter der Winter,-
wire (electric) die Leitung,-en
wish wünſchen
with mit (plus form 3)
without ohne (plus form 2)
woman die Frau,-en, die Dame,-n
wonderful wunderbar
wonderfully beautiful wunderſchön
woods der Wald,¨er
wool die Wolle,-n
work die Arbeit,-en; (to) — arbeiten
world die Welt,-en
worthwhile: it is — es lohnt ſich
wound die Wunde,-n; (to) — verwunden
wrap up ich wickle . . . ein
wrestle *ringen
write *ſchreiben
wrong falſch; it goes — es *geht ſchief; I have the — number ich *bin falſch verbunden
year das Jahr,-e
yellow gelb
yes ja, oh — (after a negative statement or question) doch
yesterday geſtern; the day before — vorgeſtern
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yonder drüben
young jung (¨)
zero null

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INDEX TO *MAKING NEW WORDS*

The sections called *Making New Words* illustrate COMPOUND and DERIVED words.

COMPOUND WORDS, like English *football*, are made up of two independent words (*foot + ball*). In German, many nouns have special compounding forms: die Wolle,–n 'wool', but compounding form Woll– (as in die Wolldecke,–n 'blanket'); die Ware,–n 'ware', but compounding form Waren– (as in das Warenhaus,⸗er 'department store'); der Norden 'north', but compounding form Nord– (as in Norddeutſchland 'north Germany'); der Wirt,–e 'innkeeper', but compounding form Wirts– (as in das Wirtshaus,⸗er 'inn'). German verbs use their stem as a compounding form: wohnen 'live', das Wohnzimmer,– 'living room'; or if the stem ends in [–b, –d, –g, –z] the stem plus [e]: baden 'bathe', das Badezimmer,– 'bathroom'.

COMPOUND NOUNS, made up of:

noun + noun (der Tiſch,–e 'table' + die Decke,–n 'covering' = die Tiſchdecke,–n 'tablecloth') **156–57**, 183, 208, 230, 254, 301, 314, 315, 330, **344–45**, 365–66, 380, 395, 411, **445**, **447**, **473**, 484, 498.

verb + noun (wohnen 'live' + das Zimmer,– 'room' = das Wohnzimmer,– 'living room') **156–57**, 183, 208, 301, 315, 330, 345, 365, 380–81, 395, 473.

adjective + noun (früh 'early' + das Stück,–e 'piece' = das Frühſtück,–e 'breakfast') 208, 230, 473.

accented adverb + noun (ein 'in' + der Druck,⸗e 'pressure' = der Eindruck,⸗e 'impression') 365, 484.

preposition + noun (unter 'under' + das Hemd,–en 'shirt' = das Unterhemd,–en 'undershirt') **183**, 208, 366, 473

DERIVED WORDS, like English *undo* or *quickly*, are made up of an independent word (*do*, *quick*) plus an element which does not occur as an independent word (*un*–, –*ly*). Such elements are called PREFIXES if they are added in front of the word (*un*–), and SUFFIXES if they are added behind the word (–*ly*). German verbs use their stem as a deriving form: wohnen 'live', die Wohnung,–en 'apartment'.

The following index lists the various types of compound and derived words that are illustrated in *Making New Words* and other sections. One example of each type is given in parentheses. Numbers refer to pages, bold face numbers to pages where full examples are given.

COMPOUND ACCENTED ADVERBS, made up of:

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place name + **⁼er** (**or** **-er**), giving a der-noun (Berlin 'Berlin', der Berliner 'man from Berlin') **300;** see also **514–17.**

place name + **⁼e** (**or** **-e**), giving a der-noun (such place names usually have a special deriving form; China 'China', der Chineſe,-n,-n 'Chinese man') **514–17.**

verb + **⁼er** (**or** **-er**), giving a der-noun (arbeiten 'work', der Arbeiter,- 'worker') 183, **282,** 301, 315, 330, 380, 394–95.

verb + **-ung,** giving a die-noun (wohnen 'live', die Wohnung,-en 'apartment') **345,** 365, 446, 460, 473.

verb + **⁼erei** (**or** **-erei**), giving a die-noun (backen 'bake', die Bäckerei,-en 'bakery') 254, **394–95,** 498.

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Ge- + **verb,** with umlaut (packen 'pack', das Gepäck 'baggage') 301.

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er- + **verb** (zählen 'count', erzählen 'tell (a story)') 460, **473.**

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adjective + **⁼er** (**or** **-er**), giving a comparative adjective (ſchön 'nice', ſchöner 'nicer') **226–29.**

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